

## **Historic, Archive Document**

Do not assume content reflects current scientific knowledge, policies, or practices.

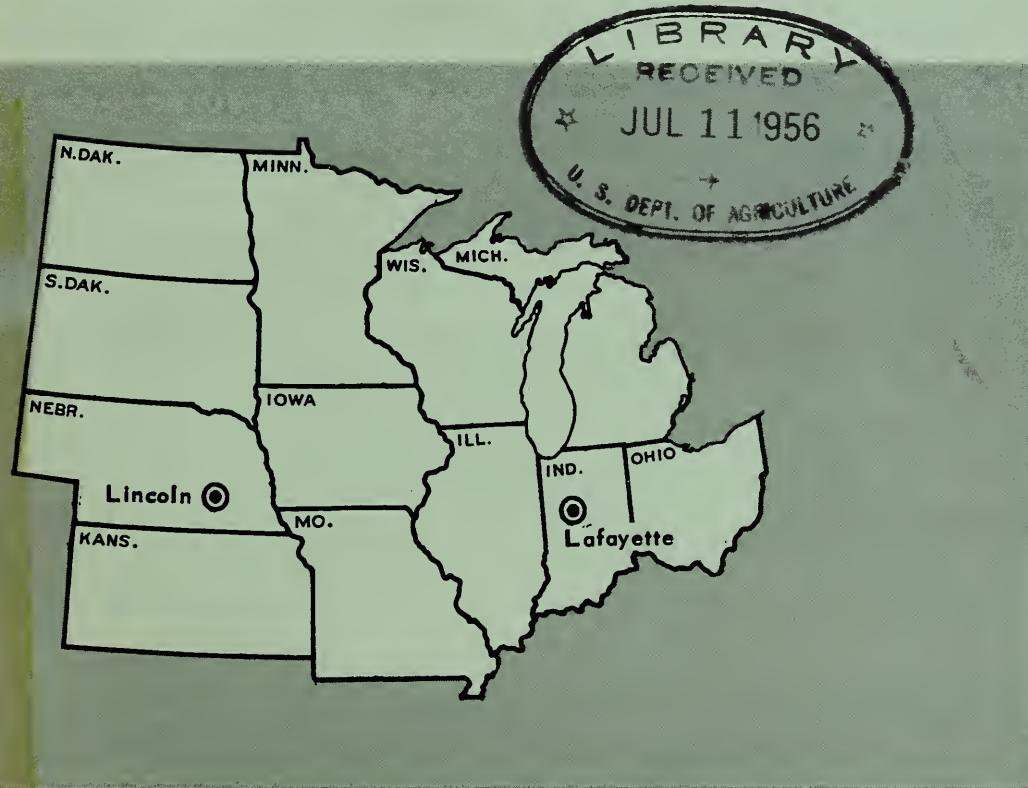


A275.29  
Ex8N

# NORTH CENTRAL STATES SUPERVISORY CONFERENCE

*Lafayette, Indiana.....October 4-6, 1955*

*Lincoln, Nebraska...October 13-15, 1955*



UNITED STATES DEPARTMENT OF AGRICULTURE  
FEDERAL EXTENSION SERVICE

UNITED STATES  
DEPARTMENT OF AGRICULTURE  
LIBRARY



BOOK NUMBER

Q 1000 403

A275.29  
Ex8N

## CONTENTS

	Page
Forward . . . . .	1
The Look Ahead	
L. E. Hoffman, Indiana . . . . .	2
Karl Knaus, FES . . . . .	2
The Human Element in Supervision	
E. J. McCormick, Indiana . . . . .	4
W. E. Hall, Nebraska . . . . .	11
Discussion . . . . .	13
Analyzing the Supervisory Job	
Panel Moderator, Robert B. Baker . . . . .	14
A Supervisors' Job Description	
Summary of Discussion in 5 Groups . . . . .	17
Supervisory Techniques	
a. Time as a Tool of The Job . . . . .	23
Eva L. Goble, State Leader Home Demonstration Agents, Indiana	
b. Morale Building - The Positive Approach . . . .	28
Anita Gundlach, Supervisor, Wisconsin	
H. R. Brunnemeyer, Asst. State Leader, Illinois	
c. Building Team Work in the County . . . . .	29
Rowena Green, State Extension Agent, Missouri	
Larry Best, District Supervisor, Ohio	
d. The Interview. . . . .	30
Evelyn Morrow, District Home Demonstration Supervisor, Minnesota	
e. A Supervisory Visit to A County	
Demonstration by Ohio Team of Supervisors. . .	34
Discussion Led by Ohio Team and	
Evelyn Morrow . . . . .	35
f. Report of a Program Planning Study in	
Mecosta County, Michigan, -	
Bohn E. Musgrave . . . . .	36

Needed Improvements in Supervision	
F. E. Rogers, State Extension Agent, Missouri . . .	38
Summary of Discussion in 5 Groups . . . . .	42
What and Why of Program Projection . . . . .	46
Roland Abraham, Assistant Director, Minnesota . . .	47
P. K. Connelly, Assistant County Agent Leader, Indiana . . . . .	51
Summary of Discussion, Supervisors' Responsibilities in 5 Groups . . . . .	53
The Supervisor's Responsibility in Farm & Home Development	
Philip Sutton, Nebraska . . . . .	58
Panel - Moderator, Karl Knaus . . . . .	60
Summary of Discussion in 5 Groups . . . . .	62
Conference Summary . . . . .	67
Helen D. Turner, FES	
Appendix	
Regional Extension Supervisory Conference, Lafayette, Indiana.	
Program . . . . .	69
Attendance . . . . .	72
Regional Extension Supervisory Conference, Lincoln, Nebraska.	
Program . . . . .	73
Attendance . . . . .	78

FOREWARD

909413

Through the years, agricultural and home economics supervisors in the Central States have met in conference each two to three years - usually in two or three groups of four to six or seven States each. This conference met in two sections, one in Lafayette, Indiana, October 4 to 6, the other at Lincoln, Nebraska, October 13 to 15. Missouri sent a portion of their staff to each conference.

The Central States directors authorized the conference at their April 1955 meeting in Lincoln and appointed a program committee consisting of one supervisor from each State. Karl Knaus, field agent, was authorized by the directors to correspond with the program committee to get dates established and get program plans underway.

After decision to meet at Lafayette and Lincoln, the program committee representatives from Indiana and Nebraska were designated as chairmen. They then collected suggestions from the States, formulated the suggestions into a tentative program with the assistance of the field agent, checked the tentative program with the States and otherwise arranged for the conference. This report is made possible by the excellent reporting by "recorders" at each session. Facilities were excellent and both Nebraska and Indiana were excellent hosts.

The conference recommended that due to a rapidly expanding extension program -

- a. A committee of supervisors should be appointed to study and recommend methods of improving extension supervision and
- b. That another conference of this group be held in 1956.

This committee will also serve as a program committee for this conference.

NOTE: Both recommendations were approved by the directors at their meeting in Lansing, November 13. The committee is being appointed to meet with the directors at their spring meeting at Peoria, Illinois. The conference is approved to be held in the fall of 1956.

## THE LOCK AHEAD

Combined report of remarks of Associate Director L. E. Hoffman  
at Lafayette and of Karl Knaus at Lincoln

We can predict the future only as based upon knowledge of the past and the trends of the present. Only time will tell the accuracy of these predictions.

Leo Cherne in the October issue of Coronet suggests many striking developments by 1965. For example, labor may have a 4-day week; drugs will control many diseases--polio, T.B. etc; one out of 10 children will wind up in a mental institution; one out of 3 marriages will end in divorce; houses will be heated with solar heat; houses will be of prefabricated construction and will be more functional in design; furniture will be different, lighter, more functional, easier to keep clean; more do-it-yourself, using prepared kits; tin cans will be replaced by plastic so that you may see the product; more reprocessed and precooked foods available; average income up 20% - also income taxes up 20%; entertainment centered in the home, two TV's-- (one color) set for each home. These will have impacts on both the rural and urban home. Mr. Cherne's organization spends 6 million dollars annually to get at facts and are about 80% accurate in their predictions.

### WHAT'S AHEAD FOR AGRICULTURE?

Commercial farms continue to get larger; farm population to decrease with fewer families on the farm. The nation's food and fiber can be produced by about 2 million farms instead of approximately 5 million now engaged. Farms are more specialized. Dairy farms probably will continue to be larger, four to five cow dairies will pass from the picture.

Diversified farming will diminish because of too much specialized high cost machinery; more dwarf rather than hybrid corn; farm buildings more utilitarian; objective will be to save labor; more attention to the control of plant and animal diseases and insects. Soil fertility and soil and water conservation problems will increase. Newer and remodeled homes will be designed to save time and labor limited only by human imagination.

### NOW WHAT OF EXTENSION?

Our 1955-56 budget is almost \$110 million dollars. It has increased one-third in the last five years. Additional agents have been added in approximately one-half the counties during the past two years. As in the past, different programs may not move forward together, but one or another may be emphasized for short periods. In past, first agriculture production, then the home and 4-H Club work, and later marketing. Present expansion emphasizes lower production costs and marketing particularly improved quality, marketing facilities and consumer education. Some counties may never justify more than two agents, others as many as 25 or 30. This will bring county specialization and greatly increase organization and relationship problems and needed differentiation of duties: subject matter field fairly easy. Field activities need clearance or duplication results.

In the future, Extension will need to give attention to:

1. Better organization of staff forces; need to fit new marketing and consumer information agents into local organizations. Trust relationships will not become too formal.
2. Increased number of extension workers. The greatest growth will probably be in county staff with some growth in State staff in special areas. The specialists' job will continue to be to train and reinforce county workers.
3. Probably will be fewer big meetings conducted by specialists-- too much competition for time. Better qualified agents will help make this unnecessary.
4. Better trained staff will be needed. Without training program, agents of 1940 would be inadequate now - present staff inadequate in 1965. An important part of this training will be in human relations, as well as in subject matter.
5. Teaching will be different. Demonstrations no longer so necessary. People sitting on the doorstep of research to find out what is being probed. Better use of mass media with agent's personal follow-up to help those with less initiative adopt practices.
6. Extension will probably strive to maintain closer relations with local people through program planning and greater use of leaders in program operations to assure its program being directed at major problems of the people and as a check to any possible domination of program by college or Department.
7. Extension programs will expand into suburban area problems, gardening, health and sanitation, tax problem, zoning, etc.
8. Consumer information work will increase.
9. Work on marketing practices will increase which may take Extension staff farther away from farm people as it attempts to serve all the people.
10. While maintaining contacts with commercial agriculture, greater attention will be given to farm people in less well-developed areas or with less personal opportunities.

Thus the theme for this conference might well be "Fitting Extension Supervision Into An Expanding Extension Program."

Summary of Talk  
THE HUMAN ELEMENT IN SUPERVISION  
by  
Ernest J. McCormick, Ph.D Purdue University

In discussing the matter of the human element in supervision I would like to bring you some facts rather than opinions. There have been numerous studies in industrial and business organizations in which various aspects of human relations have been explored, and it is from some of these studies that I would like to draw for our discussion this morning. It is recognized that these studies were carried out in situations which were in some respects different from those in which extension agents operate, but I believe that there is a reasonably direct carry-over to your situation of some of the principles that are implied in these studies.

There seems to be reasonable substantiation to support the point of view that the concern of an organization with regard to its human relations actually pays off in terms of the effectiveness with which the objectives of the organization are accomplished. Perhaps to put this in other words, good human relations in working situations should not be thought of as a humanitarian proposition, but rather as a good business proposition. This is illustrated in a study which was carried out by Giese (1)\*. In this study a morale questionnaire was given to all employees in various departments of a mail-order house. While the questionnaires were not identified by name, they were identified by department, and it was later possible to determine the "morale level" of the employees in the various departments. By comparing the morale level of the various departments with other information about departments it was found that those departments with high morale were characterized by:

1. Greater productive efficiency.
2. Fewer errors.
3. Lower turnover.
4. Less tardiness.
5. Fewer absences.

This kind of evidence seems to point up the fact that a high level of employee morale is conducive to increased employee effectiveness.

---

\*Numbers in parenthesis refer to references at end of article.

## Factors that Affect Human Relations in Work Situations

There are actually different factors that affect the human relations and the morale of employees in working situations. These include, for example, proper selection and placement of people, the proper training of people, the development of good working conditions, the interaction of employees with other employees, and others. We are here concerned today primarily with the matter of supervision which is undoubtedly a keystone of good human relations. The supervisor of employees is the primary contact that the employees have with the organization in which they work. The impact that the supervisor has upon work performance of his subordinates has been examined in a handful of studies.

In a study carried out in a large insurance company, for example, (4) there was a rather ideal situation for carrying out a study along these lines. Since there were several different sections doing the same kind of work a comparison could be made, in terms of total payroll costs, of the efficiency with which the various sections were working. Thus, it was possible to identify certain "high" producing sections and certain "low" producing sections. By the use of a rather systematic interviewing procedure in which both the employees and the supervisors were interviewed, it was possible ultimately to characterize the individual supervisors in various ways. For example they were characterized as being defensive versus cooperative, or as being arbitrary versus reasonable, etc.

Figure 1 shows, for

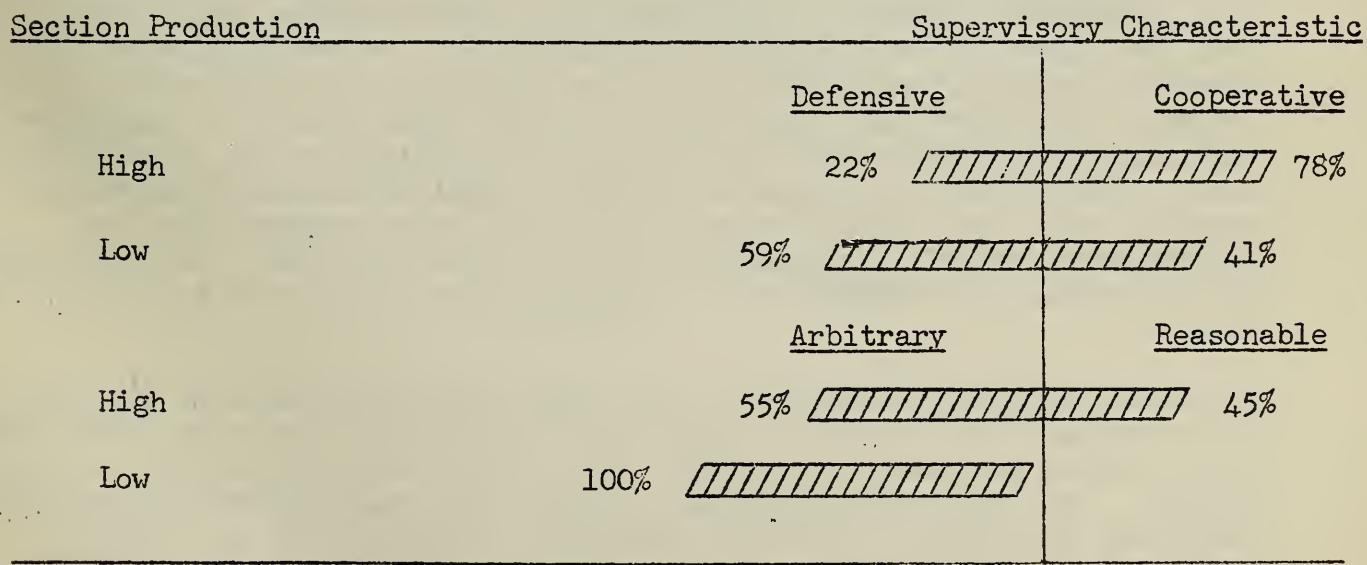


Figure 1. Supervisory characteristics as related to employee performance. From Productivity, Supervision and Employee Morale (4).

example, that proportionately more supervisors of the high producing sections tended to be "cooperative" and "reasonable", whereas the supervisors of the low producing sections tended to be more "defensive" and "arbitrary". While we have to be rather cautious in attributing cause and effect to these relationships, there is at least a suspicion that something about the supervisors contributed to the productivity of their respective work groups.

### How Can Supervisors Achieve Good Human Relations?

This is, of course, the \$64 question (or, perhaps these days we should speak of the \$64,000 question). There is no simple, pat formula that can be used in developing good human relations. But today I would like to speak of three factors that I feel can be of some use in this connection.

#### Getting People Into the Act

The participation of people in some of the decisions that affect them usually has the effect of increasing their motivation to abide by the decisions. It is not here proposed that the operation of an organization be turned over to the rank and file employees in it, but rather that on matters not of a major organizational policy nature employees might be given the opportunity to aid in making decisions.

The case cited by Maier (2), is an illustration. A company was to obtain a new truck to be assigned to its delivery department. In considering the assignment of the new truck to one of the deliverymen, then, the question arose as to whether to assign it to the person with the most seniority, the person who did the most driving, the one who had the best accident record, to the one who had the worst truck, or on some other basis. Regardless of what principles would be established, there was of course the possibility that the other deliverymen might feel that they were being slighted. A very effective solution was worked out by the supervisor. He called the group together, told them that they were to receive a new truck, and suggested that they collectively work out a method of deciding who was to receive the truck. The ultimate decision was a little complicated and will not be repeated here, but suffice it to say that the group decided that the various trucks should be shuffled around in such a way that the worst truck was discarded, and everyone got a somewhat better truck than he had previously had.

In another situation a group of warehousemen had had difficulty finding some of the things that they were using; most commonly used materials were rather inaccessible, and some of the piles were so high that they created accident hazards. Here again the supervisor brought the group together and collectively they developed a plan for rearranging the warehouse, and spent a couple of days in doing so, along with carrying out their regular work. Subsequent to this they then maintained order in the warehouse more effectively than they had done previously, since each one has a vested interest in the plan that had been carried out.

## Group Unity

We all like to work with people with whom we are congenial, but there are of course work situations in which we are thrown together with people who are not on our wave-length. Aside from the fact that work may be somewhat more agreeable to workers themselves when they are with congenial fellow-workers, there is some evidence to suggest that congenial groups may be somewhat more productive than others. This was brought out, for example, in a study by Van Zelst (3). A construction company was building several rows of identical houses. During the construction period a change was made in the formation of the construction crews; this change consisted of forming construction crews of members who expressed an interest in each other. There were available certain criteria of work efficiency for the period prior to this change and after the change. These results are shown in Table 1. This table shows that after the formation of these congenial work crews there was a drop in turnover, in labor costs, and in material costs.

It is recognized that in the operation of an organization it is not practical to insure that all the people within a work group will get along well with each other. But when there is any reasonable latitude that is possible in the assignment of people to different organizational units, it may be practical to give some consideration to the personal congeniality of the individuals in question. The results from the above study suggest that this may have some impact on performance of the individuals as well as on worker contentment.

Table 1

### Turnover, Labor Cost, and Material Cost on Construction Before and After Formation of Congenial Working Crews\*

Factor	Engineer's Estimates	Actual Value	
		Before	After
Turnover		3.11	.27
Labor cost per row of units	37.20	36.66	32.22
Material cost per row of units	33.50	33.00	31.00

\*Adapted from Van Zelst (3).

## Communications

In recent years the term "communications" has bobbed up in many contexts. While it is now almost a fad to talk about the communications within an organization, there is a rapidly accumulating body of evidence to indicate that the reaction of people within an organization to the organization may be very largely dependent upon the communications within the organization. Communications, of course, can be transmitted down through an organization from the higher levels to the lower levels. Be the communications written or oral, those in supervisory positions in an organization should see to it that those who are in the unit for which they are responsible should know about all of the things that will affect him. In turn, employees should have some effective means of expressing their views and offering their suggestions to persons in responsible positions.

A regular communication system in an organization serves as something of a lubricant to the organization by helping to reduce the friction that otherwise exists due to lack of knowledge. The president of one company stated that when all of the facts are known about a particular employee grievance, it has been his experience that the solution to the grievance was easily worked out; it was when all of the facts were not known that the grievance tended to take on a significance that was not warranted. Communications, of course, can be carried out by use of bulletin boards, letters, house organs, employee handbooks, conferences, meetings, individual contact, loud speaker announcements, and numerous other ways.

A comparison between two plants on one phase of communications may illustrate the point (5). The two companies were in the same community, they were of substantially the same size, engaged in the same kind of work, drawing people from the same labor force. Thus, to a considerable extent it might be said that they were reasonably comparable concerns. One of the companies, let us call it Plant B, set up a program of having monthly meetings of work groups, sponsored by the foremen. Once a month each foreman brought all of those in his work group together for a group meeting. At these meetings the foremen would report on various company matters such as planned vacations schedule, or the fact that a large order might require overtime the next week, and so forth. In addition, the foreman asked the employees to report their problems, or asked for suggestions from them with regard to improvement of conditions in the department. Practically any subject was legitimate for these meetings except politics and religion.

After this series of meetings in Plant B had been underway for some time, an outside organization made a survey of the opinions of employees in the two companies. This survey included questions that dealt with communications between employees and management, and some of the results are shown in Table 2. It will be noticed from this table that the employees in Plant B, indicated a much greater feeling of freedom to express their opinions, and also felt that their supervisor and company had more concern for their welfare.

Table 2

Responses to Questions about Freedom of Communications  
by Employees of Two Similar Plants\*

<u>Question</u>	Per Cent Giving Favorable answers	
	<u>Plant A</u>	<u>Plant B</u>
1. Does your foreman ask for your advice before deciding things that affect you?	35	60
2. Can you talk things over with your foreman when you want to?	34	56
3. Have you been able to get your ideas up to the top men?	21	49
4. Do you think the top men are really interested in your ideas?	57	72
5. When you are asked to do something by your foreman, are you told why?	38	55

\*From Management Record, November 1952

Summary

Mention has been made here of some of the factors that seem to contribute to improvement of human relations in working situations. One of these deals with the process of getting people into the act, or having them participate in some ways in some of the decisions that affect them. Another was that of developing group unity, as by assigning people to work together who are reasonably congenial. The third dealt with communications and the extent to which effective communications can improve relations between supervisors and those whom he supervises. These are, of course, only certain of the pieces of the jig-saw puzzle of human relations, though these are probably reasonably critical pieces.

In considering this matter of human relations it is again emphasized that this should be thought of as a program that contributes to the effectiveness of operations of an organization, and should not be considered as a welfare or humanitarian type of activity. In other words, human relations pay off.

### References

1. Giese, W. J. and Ruber, H. W. An Objective Analysis of Morale. Journal of Applied Psychology, 1949, Vol. 33, pp. 421-427.
2. Maier, N. R. F. Principles of Human Relations: Applications to Management. New York: Wiley, 1952.
3. Van Zelst, R. H. Sociometrically Selected Work Teams Increase Production. Personnel Psychology, 1952, Vol. 5, 175-185.
4. Productivity, Supervision and Employee Morale. Survey Research Center, University of Michigan, Human Relations, Series 1, Report 1, 1948.
5. Management Record, Nov. 1952. (Complete reference not available).

HUMAN ELEMENTS IN SUPERVISION\*  
by  
William E. Hall, Ph.D. University of Nebraska

Dr. Hall expressed a special interest in the county extension service because he felt that county extension workers comprised one of the few groups of people who still have ideals.

In our society we need to worry about the human element not atom bombs, etc.

A successful business is interested in people. It considers the people who work for it the most important element in the plant.

Supervision involves 3 elements:

I. The mechanical aspects.

1. Ability to organize.
2. Channels of communication.
3. What is the decision policy.
4. Selection of the supervisor.
5. Training the supervisor.
6. Purpose of supervision.

II. The supervisor himself.

1. What is his intent.
2. Scope of his understanding.
  - a. Nature of human beings - observe people in many situations.
  - b. When to open his mouth and when to keep still - communication is as much listening as talking.
  - c. Participation and interaction.
3. His knowledge of the job.
  - a. Selection is really important.

\*Dr. Hall did not provide a paper nor an outline of his talk. Hence these rather meager notes by one of the audience.

### III. The Supervised.

1. What are the needs of the people being supervised.
  - a. Making a living.
  - b. Social needs.
  - c. Egoistic desires.
2. Behavior - means by which he satisfies his needs.
3. What are his goals.

An employee's personal goals are an index to how he will perform. Hence, knowledge of a prospective employee's life goals is most important.

Discussion period following Dr. McCormick's talk developed the following ideas:

Selection of staff for various levels of management and supervision is the job of management, but needs to take into account how acceptable the person being considered is to those to be supervised.

It is important that employees understand the supervisor's job. In one company, department heads were asked to list what they thought the job of subordinates was and the subordinates were asked to indicate what they thought their job was. The two listings did not agree.

Clarification of communication is necessary. All need to understand something of each others jobs. Each level should be given enough rope to do the job or to hang himself.

A supervisor needs to know when to stop talking and go to work. A fair responsibility for this really revolves around the group leader. He must keep the group on the beam--much depends on the leader to coordinate discussion and reach a conclusion.

Supervisors need to clarify their job and analyze time spent on supervision and other duties. Supervisors are not bound to do routine or clerical work. A study showed that what management thought supervisors were doing was not the same as their report of time showed they were doing.

A supervisor can keep or get employee's viewpoint if--

- a. Selected for having potential of getting feel of people.
- b. Has proper training for supervision.
- c. Maintains ear to ground and is sensitive to reaction of others.

Non-cooperative workers can be gotten into the act by supervisor--

- a. Asking their opinion.
- b. Being sure he is informed in the personal way one clicks with the agents.
- c. Not acting like he has all the answers.

ANALYZING THE SUPERVISORY JOB  
(Lincoln Section)

Panel

Maurice Soultz, Director - Moderator	Frances J. Runty, Home Agent
C. W. Nibler, Specialist	Rosella Qualey, Supervisor
Elmer Blankenhagan, Supervisor	Robert Baker, Supervisor

The panel chose 6 areas for discussion: (1) Personnel (2) Program (3) Extension Plans (4) Financing (5) Relationships, and (6) Evaluation.

I. What is the job of supervision in the area of personnel?

1. The administrative responsibility is to provide structure in which supervision can work to best use personnel.
2. The supervisors' responsibility for personnel may be summarized as:
  - a. Placing - (1) select agent best suited to a particular position.
  - b. Guiding new agents.
    - (1) Anticipate help an individual agent will need and give it before agent is in difficulty.
  - c. Training.
    - (1) Increase in staff means much new personnel in need of training.
    - (2) Training in advance will avoid ringing the bell "after the fire has started."
  - d. Counseling.
    - (1) Supervisor needs to be a good listener without being critical.
    - (2) Avoid snooping but don't neglect agents who have been on the staff a long time.
  - e. Recognition.

II. What is the job of supervision in the area of program?

1. The supervisor must look at the county program from the standpoint of planning, execution, and evaluation

2. Train the agent to do the work in the county.
3. Show enthusiasm for the program and provide moral support for the agents.

III. What is the job of supervision in the area of extension plans?

1. Responsible for county and State plans of work (the what, why, when, where and how work will be done).
  - a. Train new staff members in methods and techniques of developing plans.
  - b. Help agents recognize needs of people and get these in logical order to carry out programs.
  - c. Help counties set down objectives.
  - d. Help agents determine how much to plan to allow flexibility for the unexpected.
  - e. Help agents plan to make most effective use of time.
  - f. Need to get planning at the State level on a more coordinated or better integrated basis.

IV. What is the job of supervision in the area of financing?

1. Know economic conditions.
2. Know financial condition of the county.
3. Recognize financial needs.
4. Assist agents to prepare a budget.
5. Prepare the county staff to make contact with the people in the county responsible for county financing.
6. Help agents tell the story of what is being attempted and accomplished.

V. What is the job of supervision in the area of relationships?

1. Good relationships are the key to the whole program.
2. Good relationships among county staff members, between county and State staff and among State staff members highly important.

3. Help agents recognize, as does big business, that the way we meet the public, our appearance, what we do, what we say, neatness of office, work of secretaries, are all important in the establishment of good public relations.
4. Help agents take advantage of public relations opportunities.

VI. What is the job of supervision in the area of evaluation?

1. Evaluate own efforts.
2. Help agents evaluate own work.
  - a. What areas need improving.
  - b. What needs to be done to accomplish improvements.
3. Help agents evaluate program.

Following the Lincoln panel on analyzing the supervisory job, 5 discussion groups worked at developing a supervisory job description. Each group working on a different area of responsibility.

Group A - Supervisors' responsibility for personnel.

1. Never have enough people for the job. Therefore, supervisors must recruit and get others to help.
2. No cut and dried method of selecting personnel. Selection should start in the county before possible recruits enter college. These might be high school students or older people who can be induced to go to college.
3. Supervisors have a responsibility to follow prospective workers recruited by county extension agents.
4. Don't recruit unless quite sure prospect has ability.
5. See that prospects have a job description.
6. Three or 4 visits should be made to train the new worker.
7. Do not overtrain, but by visits decide when to let the worker use his own initiative.
8. Let the county extension agent tell you what he wants to know.
9. Some of the States represented had evaluation sheets for county workers; others did not. The group generally agreed that opinions of known people is a better evaluation than a score card.
10. Ask people to tell you when the agents need help.
11. If the county worker fails on the job, supervisors have a responsibility to talk the situation over with the worker and help him to get another job.

Group B - The supervisors' responsibility for training.

1. The supervisory staff has the chief responsibility for the training of county extension agents after they are placed in a county. The training seems to fall into 2 areas.

- A. Direct training in -
  - a. Methods of teaching.
  - b. Program planning.
  - c. Reporting.
  - d. Evaluating.
- B. Coordinator for training program through -
  - a. Maintaining a balance between training in different areas of subject matter.
  - b. Arranging training of agents based on agent request and specialist recommendation.
  - c. Arranging training situations.

2. Supervisors share responsibility for undergraduate training. This may be accomplished through -

- A. Making recommendations for college staff for type of college courses needed.
- B. Serving in an advisory role in planning courses.
- C. Visiting and conferring with students and training agents.
- D. Arranging opportunities to meet and know students.

Group C - Supervisors' responsibility in relation to financing the extension program.

Note: The key to financing is good public relations on the part of supervisors and all county extension agents. Financing is done on 3 levels - Federal, State and county.

- 1. On the Federal level the supervisor's responsibility is to:
  - A. Stimulate the county extension agents to get Congressmen to participate actively in major county events in order for them to become acquainted with the extension program.

- B. Prepare a brochure of county needs and successful programs and activities for the information of Congressmen, including human interest stories as well as facts and statistics.
- C. Become personally acquainted with individual Congressman and members of Federal committees from the area and encourage county staff to become acquainted with these people.
- D. Assist county staff to write reports that may be used advantageously by Congressmen and Federal committees to make plans for the good use of funds.

2. On the State level, responsibilities of the supervisors in relation to financing on the State level are similar to those in relation to financing on the Federal level. Good relationships are brought about by personal contacts and becoming acquainted with State officials and representatives. Keeping State representatives and other officials informed about the State and county extension program and arousing their interest in county programs is as important on the State level as on the Federal level. In addition, supervisors could -

- A. Arrange for regular area meetings of county sponsoring boards in order to keep them informed of the total extension program of the State and area and of the need for proper financing.
- B. Encourage county extension agents to do "lobbying" back home in the county. Get public officials and candidates to participate in county events. (Give out ribbons, prizes or awards on achievement days, do some judging, give some talks, etc.).
- C. On the county level supervisors' responsibilities again are the same with respect to public relations and in keeping officials and key people informed. These are some additional responsibilities.
  - a. Help prepare the county extension budget.
  - b. Help county agents and county extension boards and local people recognize the possibilities of a good extension program and the financial needs of such a program.
  - c. See that funds are properly used and that the public is kept informed regarding the use of these funds in a well developed program.

Group D - The supervisory responsibility to relationships.

1. County extension agents.
  - A. Trained county staff.
    - a. Designated chairman needs help in administration.
    - b. Encourage regular staff conferences to -
      - (1) Keep channels of communication open.
      - (2) Develop understanding of individuals and his program problems.
      - (3) Calendarize activities and adjust workloads.
    - c. Supervisors work together as a team when possible.
  - B. Know agents and their problems.
    - a. Office management problems - can be settled in office conference.
    - b. Individual problems require individual counseling.
  2. Agents and specialists.
    - A. Problems arise when specialists lack understanding of county procedures.
      - a. Give opportunity for specialists and agents to confer.
      - b. Supervisors act as go-betweens, help orient specialists.
  3. General public.
    - A. Impress on staff that public relations is everything we do.
    - B. Help new agents in introduction to county.
      - a. Experienced agents can help.
      - b. Board members and advisory committees can do some of this.

- C. Help agent understand functions of other groups and agencies in the county.
- D. Help the public know more about the function and work of cooperative extension service.
  - a. Better--more usable reports.
  - b. Promotional materials.

Group E - Supervisory responsibility in evaluation.

- 1. What is evaluation.
  - A. Evaluation may be informal or formal.
  - B. Evaluation is continuous.
  - C. Evaluation should be based on our objectives.
- 2. What is used as Criteria.
  - A. Do we have a standard of evaluation?
  - B. Evaluation in a county should be done on a basis of county and bench marks set for it.
  - C. Should be set up on basis of agents functioning in relation to people.
- 3. Evaluation of personnel.
  - A. In interviews.
  - B. Formal evaluation (rating).
    - a. Have established standards - then must use judgment.
    - b. Some use committees to help make evaluations.
  - C. Individuals can be evaluated only by evaluation of effectiveness of program.
- 4. Role in evaluating county program.
  - A. Help set up program so it can be evaluated. Set bench marks.

- B. Train personnel in evaluation.
- C. Help county personnel to set up evaluating devices.
- D. Give help with annual reports.
- E. Help agent to evaluate teaching methods, etc.
- F. Help agent have an organized plan for evaluation.
- G. Help agent see what goes into evaluation in a county program.

## TIME AS A TOOL

by

Eva L. Goble, State Leader  
Home Demonstration Agents  
Purdue University  
(Lafayette Section)

One can't talk about time without doing some speculation as to the use of one's own time. There are some principles though which we all know and apply to the degree that we are able and want to.

### 1. Time is limited.

- a. Each of us is allotted a certain span of time to use. We don't know how long it is, but we do know it's limited. Few of us have developed the knack of living each moment as a full experience. We do not cherish nor always use well the here and now. Yet, this - in proper relation to the past and the future, is the time that counts.

Time is limited in another way, yet, fortunately the limit is the same for all. We each have 24 hours. You have it and I have it. Contrary to popular slogans, we can't waste it or save it or lose it, we can only use it. We can use it in a variety of ways but it's like a perishable product, it must be used.

- b. Since time is a scarce commodity to most people, we assume that everyone uses it purposefully and frugally to get the satisfactions which each wants--whether it be satisfactions in a job or in living. However, this is not true. This is where time relates to our jobs as supervisors, especially as we become aware of the competition for the agents' time as well as our own. What are the factors which seem to influence an agent in his use of time as an effective tool?

### 2. Ability.

I'm not going to spend much time here because it is a fixed characteristic which can be trained but not changed to any degree. Needless to say, that there is no supply price for ability. That is, money does not draw out new ability although it can draw out more energy in its application and direction. I've often envied commercial companies in introducing new products. By offering \$1000 or \$500 to the salesman who sells the most refrigerators, all salesmen sell more refrigerators.

3. Knowledge is an important item in the effectiveness of a person's time management. It includes knowledge on several levels.

- a. Purpose.

Agents have to be clear about knowledge of purposes. It means the difference between having a meeting and trying to achieve a purpose through or by means of a meeting. It's the difference between doing something to keep busy and being busy because you have an end in view. Supervisors and administrators have a responsibility in clarifying and defining purposes. One of the greatest obstacles in getting this done is communications. We talk with the same words, but we don't mean the same thing by the words. We have examples right now in the words program planning, program projection and plan of work. We'll keep pretty busy getting that language defined.

Another example which I see often is the accepted expression, "It's the peoples' program." Once in a while we have a new agent who just sits back and lets it be the peoples program.

- b. Knowledge of choices or combination is another area which affects the agents' use of time. In order to use time effectively, I must have some knowledge of possible combinations and some inkling of the consequences of those choices. It's like the story our housing specialists tell about a farm family.

STORY:

Choices:

- (1) Try to persuade the father-in-law.
- (2) Improve the house themselves.
- (3) Live in the house the way it was.
- (4) Move to another farm.

Obviously, the family had to define its purposes and have knowledge of possible choices.

As supervisors we face the same problem in helping the agents think through possible combinations to achieve certain purposes. We can't with good conscience ask for better time management from agents unless we can make some effort to extend his knowledge of management.

As new programs appear, we have to appraise the possibilities of different combinations than are in use now. In considering the home demonstration agents' role in the Better Farming Better Living program, we are confronted with the problem of reappraising the combination in each county and the possible results.

- c. Tighten up on management to utilize time which may not be getting its share of results.
  - Shifting some of the organizational responsibility to local leaders.
  - Train ourselves not to oversupervise some elements of the program.
  - Recognize the importance of communications in getting results with delegated responsibility.
- d. An alternate choice is to meet with the heavy consumers of a home agent's time and discuss the problem in light of the objectives and need for the new program. These discussions can lead to ways of freeing time through committees which help both in promoting the new program and taking responsibility for parts of the old.
- c. In some cases, the home agent may only be able to work with a part of the new group because her present management has been reorganized until only refinements are left.
- f. In some cases an agent may have come to the end of her management ability. If she is an honest person, it is far better to recognize her limit and either help her or get help for her than to have her exploit her reserves for a few months and quit her job because she can't see her way through.

4. Knowledge affects our time management in another way. We may know the purpose, have an understanding of the combinations but have no knowledge of the method. It's like knowing that you want to make a dress and why, knowing the possible combinations of the pattern and color for certain results and not being able to run a sewing machine. Most new agents and many old ones have to learn the method and its appropriate application. In foreign service, there are occasionally people who can talk in all of the high level objectives but simply can't plow the row that has to be plowed. We can teach most - some never learn.

5. Another factor which influences our use of time is habit.

Most of us are creatures of habit or routine and much of the time it's a good thing. It saves us time not to have to think.

"Now, I'll get up, now I'll dress, now I'll eat breakfast," etc. We do it automatically. Most people even get to the place that they wake up at the same time each morning.

We have employed home demonstration agents who have taught for several years and come to us because they explain that they want more variety in their work than they have.

After being home agents about a year, they begin to routinize their jobs. They establish a pattern. Some agents become so patternized that they no longer identify the purposes which they are trying to achieve or the purposes may have changed without them becoming aware of the change. We are the same way. If you were asked to tear your job down and set it up again, you might have considerable difficulty. I often think it's time for me to start over again because the heart of management is changed with a purpose. When we get to the place that we resist change, we have got to the place where growth is harder. We forget that flexibility has been one of the great assets of the Extension Service. Our ability to respond to social change has allowed us to attack the problems which have been characteristic of the time. We resist change because habit gets a stronghold on us.

As supervisors and administrators, we need to consider habit in the agents. If, to promote a new program, we must change some old habits, we better be sure which ones we need to change and what we want to develop in their places. I can use an illustration from home demonstration work because I know it better. I am sure the examples are just as prolific in agriculture. If we need to change the home agent's habit of rather meticulous attention to organization, what are we going to help her develop in its place which will give her as great substitute satisfaction and accomplish these new set purposes? Nature abhors a vacuum so we better have our minds made up. If our purposes stay put for a while, I would guess the technique of specific application of subject matter.

6. The last factor which I want to mention and it really relates back to the first is morale.

If we could marshal all of the time that is consumed unproductively or even destructively by people in our work who feel that they are "put upon" or that they weren't "let in" on the planning or that they are underprivileged in some way into positive purposeful action in the solution of some problem such as marketing or housing or something similar, we might have the problem well on its way to solution. Perhaps you say it can't be helped. Some of it can't because it's a carryover from childhood - resentment against parents acted out in adult life. For those people there is no point in distressing ourselves. For many, however, time can be made more effective by practices which build and contribute to morale. Since the next person will discuss this, I will abbreviate by saying that a person who is happy in his job is one who is both producing and consuming. He produces services which are of a satisfactory nature to his public and to him and he consumes satisfaction in having done so. It's like having your cake and eating it too. This lucky fellow is twice paid and he usually knows it.

As administrators and supervisors we have a stake in getting and keeping extension workers into this frame of mind by helping them make their time effective. It appears to me that we can do this by:

- a. Helping them recognize their level of ability and utilize it fully.
- b. Clarifying the purposes of the extension program.
- c. Help them recognize and think through choices of various combinations.
- d. Helping them have an adequate knowledge of technique and method.
- e. Implement practices which build morale.

MORALE BUILDING

by

Anita Gundlach and H. R. Brunnemeyer  
(Lafayette Section)

Questions and suggestions from the group were placed in a facts box. Three questions were chosen by Miss Gundlach and Mr. Brunnemeyer from the box which they felt illustrated 3 of Dr. McCormick's suggestions for building morale. Each question was presented by the role-playing technique.

The first illustration was on Getting People Into the Act. The question "Is it right that more emphasis on county program planning builds morale. The team presented a role-playing situation in which county people were drawn into a program planning procedure.

The second illustration was on group unity. The team presented a role-playing situation in which a new staff member was made to feel a part of the county team.

The third illustration was on communications. The team presented a role-playing situation in which a committee was formed to work on program projection.

Morale suggestions taken from the box included:

1. Informal get-together of extension workers and families once a year on a work unit basis.
2. On any extension team a member of the team needs to be designated to take the lead.
3. Division of responsibilities of county staff members needs to be worked out in office conference.

BUILDING TEAMWORK IN THE COUNTY

by

Rowena Green, Missouri  
Larry Best, Ohio  
(Lafayette Section)

1. Unity is important at all levels in Extension and other social organizations.
2. Supervisors need to consider teamwork when recruiting personnel.
3. Undergraduate training in Land-Grant College can contribute to building the teamwork concept.
4. Supervisors need to set the stage for new people going into a county.
5. Supervisors need to help clarify the division of responsibilities of agents in a county.
6. One extension program for a county promotes teamwork.
7. Need to have regularly scheduled office conferences with total staff present.
8. Supervisors need to set example of teamwork.

PERSONAL INTERVIEW AND THE SUPERVISOR

by

Evelyn Morrow, District Home Demonstration Supervisor, Minnesota  
(Lafayette Section)

Miss Morrow reported on a study made while working on her M.S. degree at the University of Chicago.

A 2-way system of interviewing must be maintained.

A. Characteristics (Objectives) of an interview.

- a. To get information from the agent.
- b. To instruct the agent.
- c. To motivate the agent.
- d. To give the agent an opportunity to unburden and supervisor an opportunity to know the agent.

Many variables affect the supervisor's interview -- weather, health, troubles.

B. Characteristics of an interviewer.

- a. Must present a picture of stability and calmness.
- b. Must understand real human worth.
- c. Must have capacity to observe.
- d. Must have a sense of humor.
- e. Must have commonsense and a broad cultural background.
- f. Must have appreciation of defenses that human beings build up.
- g. Must respect privacy.
- h. Must have an appreciation of self.

C. Methods of interviewing.

- a. Too many are unplanned.
- b. Need a pattern.
- c. Pattern depends on individual and purpose.

D. Kinds of interviews and purposes of each.  
(A written record should be kept of each interview).

a. Employment.

1. Learn something of the applicant.
2. Give candidate a picture of the job.
3. Promote goodwill toward the Extension Service.

b. Orientation.

1. Help identify good characteristics that will make him a good agent.
2. Help agents adjust to human relations.
3. Establish confidence in the agent and in the supervisor.

c. Induction Training.

1. Make sure agent knows about the Extension Service.
2. Help agent arrange a calendar of work.
3. Importance of weekly conferences.
4. Assistance in office management.
5. Inform agent on rights, duties and privileges.

d. On-the-job Training.

1. Develop knowledge, skills and attitudes.

e. Counseling.

1. Provides opportunity to observe outward signs of inner troubles, knowledge of human relationships important.
2. Need to recognize professional loneliness of agents.
3. Help adjust energy to work schedule and vice versa.
4. Interview must be strictly confidential.
5. Important to identify problem of agent and help to solve.

- f. Progress interview.
  - 1. Watch "P" & "I" (progress and improvement).
  - 2. Evaluate work or effectiveness on the job.
  - 3. Commend on progress.
  - 4. Warn ahead of time if doing poorly and how to improve if to stay on job.
- g. Exit interview at time of resignation or dismissal.
  - 1. Adequacy of help given.
  - 2. Where have we failed.
  - 3. Have we enough evidence.
  - 4. Have we given enough warning if work unsatisfactory.

Same types of interviews could be used with local leaders with variation.

#### E. Principles and techniques of interviewing.

- a. Principles.
  - 1. Objectives clearly established.
  - 2. Structure or general plan outlines.
  - 3. Every interview a learning situation.
  - 4. Establish and maintain "rapport".
  - 5. Respect person's rights and interests.
  - 6. Maintain good communications.
  - 7. Treat each person justly.
  - 8. Respect confidential matters.
  - 9. The interviewer must treat what is being said in its context.
- b. Techniques.
  - 1. Define objectives.
  - 2. Make appointments in advance.
  - 3. Select appropriate setting.

4. Discount personal bias and prejudice.

5. Develop skill in--

a. Starting the interview.

b. Establishing rapport.

c. Observation.

d. Listening.

e. Phrasing and asking questions.

f. Control.

g. Meeting resistance.

h. Summarizing.

i. Ending the interview.

6. Plans for follow-up.

"I am Proud of You" - 5 most important words used by supervisor.

"What is Your Opinion" - 4 most important words used by supervisor.

"If you please" - 3 most important words used by supervisor.

"Thank You" - 2 most important words used by supervisor.

"I" least important.

SUPERVISORY VISIT TO A COUNTY

Demonstration by Ohio Team of Supervisors

Eunice Kochheiser  
Charles Haas  
Robert McCormick

(Lafayette Section ) .

Ohio supervisory teams hold bimonthly conferences to prepare for visits to the county. Time is set in advance for county visits to permit preparation by the team and the county. Their policy is to never disagree in public.

The demonstration was staged in three scenes:

Scene I - Supervisors office on the campus

Preparation for a visit to Knox County

- a. Study of Knox County situation.
- b. Discussed problem on which county staff had asked for help - a 67 member county advisory council.

Scene II- County Office.

- a. County agent chairman of the meeting.
- b. A copy of the agenda for the meeting was prepared for each.
- c. Agents analyzed the problem as they saw it.
- d. At the request of the county staff, supervisors made suggestions for the solution of the problem.

Scene III - Evaluation of the visit by supervisors and Evelyn Morrow.

The following evaluation device was used:

<u>Evaluation of Interview</u>	<u>Yes</u>	<u>No</u>
1. Did supervisors prepare adequately?	x	
2. Did supervisors make it easy for agents to make full use of interview?	x	
3. Was an easy friendly climate maintained?	x	
4. Was problem identified?	x	
5. Was a plausible and satisfying course of action planned?	x	
6. Were other resources identified and used?	x	
7. Was a plan made for follow-up?	x	
8. Was a record made of interview?		x
9. Was the plan carried out? (To be checked later)		

## A STUDY IN PROGRAM PLANNING

Bohn E. Musgrave, District Supervisor, Michigan

This presentation was a review of a study made in 1953 on program planning in Mecosta County, Michigan, where Mr. Musgrave was this county's agricultural agent. His conclusions are:

1. Program planning in extension can be looked upon as the process of determining, developing, and executing a county program. It serves as a "blueprint" for the future, gives a sense of direction. It is something to tie to; something around which understanding and local support for extension can be built.
2. It is a recognized educational process through which local people, with the help of county extension agents, discover and analyze their own problems, determine solutions and decide on objectives and goals. It starts where the people are and gives them an opportunity to participate all the way in the process of determining, developing and executing the extension program.
3. Planning extension programs classifies itself into:
  - a. Planning with groups.
  - b. Planning with individuals.
  - c. Planning with specialists.
  - d. Planning with local staff.

During the entire planning process the agent should help provide the various committees, councils, etc., with basic background information essential to the task at hand. Valuable assistance for this can be received from specialists.

4. The planning of programs requires time, in fact, it should be a continuous process. Effective planning will probably not be done if the time element is not considered and allowance made accordingly.
5. Program planning should be based on the felt needs and desires of the people. The role of the individual is important. The popular acceptance of a program is in direct ratio to the degree that local representatives have participated in the conception and formulation of the program. Taking part in the planning and carrying out of extension programs is one of the effective ways of motivating people.

Unless the people have an active part in this entire planning process, there is much less assurance that their needs will be fulfilled. A total of 237 Mecosta County people were involved during the 12-month period.

6. A good organization structure is the key to successful planning. Leadership development should always be in the forefront in the agent's thinking.
7. Programs which are developed should:
  - a. Be based on problems and needs of local people.
  - b. Have long-time objectives as well as specific goals.
  - c. Suggest methods to be used in solving these problems and reaching the goals.
  - d. Be within the limits of the resources available.
  - e. Be flexible.
8. Measurement from time to time to determine the progress made in carrying out the plan, and the extent to which program objectives are being reached, makes possible the adjustment of methods and activities to developing situations. Evaluation helps in the revision of the program at stated intervals to keep it abreast of the problems solved and the new problems arising. Evaluation is basic to improvement of the conduct of extension.
9. There are two important results of a good program planning effort.
  - a. A program will be developed which will be realistic; be based on local problems, and the felt needs of the people.
  - b. Through the involvement of many people of the county in this process, a much wider understanding of extension and a much broader support for the program will result.

A more detailed report of this study is available upon request from the author.

## NEEDED IMPROVEMENTS IN SUPERVISION

by

F. E. Rogers, State Extension Agent, Missouri  
(Lincoln Section)

Supervision (it might be spelled Super Vision) is the art of directing the efforts of human beings, in our case county extension workers. It is a science of human relations. Alexander Leighton says - "The striking thing about this new science of human relations is not the vast areas of what is unknown but the degree to which what is known is not used."

We get results through agents. Our success as supervisors can be measured only by the success of the agents we supervise. The first improvement, therefore, is that we be personnel centered rather than production centered. Every person should be treated not as a means to an end, but an end in himself.

Insurance company supervisors that got highest production (Survey Research Center, University of Michigan, 1947) were those who (1) Were more employee centered and placed less direct emphasis on getting production; (2) Encouraged employee participation in the making of decisions; (3) Spent more time in supervision and less in direct production work; (4) Had a greater feeling of confidence; (5) Felt they knew where they stood with the company; and (6) Were under less close supervision from their own supervisors. Too much supervision begets mediocre work.

Building and maintaining morale of agents is the most important supervisors job. Morale is the mental attitude one has toward his work. A person cannot be successful without high morale.

To have high morale a person must:

1. Know what is expected of him.
2. Feel that he "belongs" and is an important part of the Extension Service.
3. Have a chance to express himself and do things in his own peculiar way.
4. Receive recognition from others for the work he does well.

We must remember in dealing with people that (1) Every person is different (the only one of his kind in the world) and he is proud of being different; (2) No one is the same all the time; (3) We cannot change people as much as we would like to see them change. Most people do things because of how they feel not because they think they are best to do.

We must start with the assumption that everyone wants to succeed in his work. Those who fail do so not from lack of knowledge, but from lack of conduct. Good supervision stimulates the kind of conduct that leads to success. We must provide for adequate incentives if we are to have satisfied agents and high production.

### SELECTION

We need to continually improve our procedure for selecting new workers. College grades, letters from references and personal interviews are not enough. These tell us very little about the vision, the enthusiasm, the sincerity, the sympathy and the loyalty of the person, the necessary characteristics of good extension workers. We learn very little about the applicants' knowledge of this science of human relations yet his success will depend on his skill in working with people. A person's perspective is more important than his experience. His personal goals are important.

I believe we need a more aggressive program of recruitment of those people who have the best possibilities rather than waiting for those to apply who cannot find other jobs. We can't wait until the last year of college to do this. We need a plan to get good high school boys and girls, particularly the successful 4-H Club members, directed toward Extension as they enter college.

### ORIENTATION

We might take a look at our orientation procedures to see if we are doing all that can be done to have the new worker know what is expected of him and to feel that he is an important part of the Extension Service. I'm not talking solely about the orientation conference but all the things that we plan and do to create a favorable attitude during the first few months on the job which is necessary if we are to have the most successful agents. We must provide a good climate for this attitude to develop. We cannot leave it to chance with the expectation that the favorable attitude will develop but we must work at it consciously and by plan. If the new agent sees things being done in an organized manner, he gains a good first impression. The most favorable time to get careful attention in selling the organization is when the agent first starts to work.

People with initiative want to assume responsibilities and this is a healthy situation. We need to give these responsibilities early, gradually at first so the new agent is not made to feel insecure by too great a load and as they accept more and more responsibilities they grow on the job. We must avoid long periods of absorbing facts without direct application to their work.

A plan of (1) Observation; (2) Analysis; (3) Trying out and (4) Appraisal might well be included in the early training procedure.

## TRAINING AGENTS

On-the-job training of agents is one of the major responsibilities of supervisors. This training should be based upon the agents' needs as expressed by them. We have just completed a survey in Missouri to get an expression from the agents. We expect to use the results of this survey as the basis for our training in Extension Methods. We found that 71 percent of the agents wanted ideas for improving their meetings. More than 50 percent of them wanted help on news writing, effective speaking, visual aids and leading discussions.

It is our job, in cooperation with the specialists, to see that agents have an opportunity to keep up to date in subject matter fields. They must know their subject matter if they are to teach agriculture and home economics.

Agents should be led to set their own goals for professional improvement. Fifty-seven percent of our agents say they want to attend summer school, 38 percent are interested in taking field courses and 32 percent want to get Master's degrees during the next five years.

We need to know the long-time goals of the agents and, when feasible, give them opportunities to receive training and experience directed toward these goals. Nineteen of our county workers say they are interested in becoming specialists and 5 percent say they are interested in becoming supervisors. Twenty-seven percent are interested in concentrating on balanced farming work and 18 percent on youth work. Six percent say they are interested in urban marketing work. These are all guides to training programs.

## COMMUNICATIONS

We may need to improve our communication system. Good communication is essential to coordination in any organization. We can't afford to let agents depend on the "grapevine" altogether. Too many rumors is a sign of poor communications.

We must have communications not only downwards but upwards and sideways, as well.

This sidewise or horizontal communication is that with our co-workers, other supervisors and specialists. We can't expect to have good communications (coordination) vertically unless it is good horizontally.

The most effective communication results from personal contacts. The supervisor should be the most effective communication channel. The quality of communication is usually in reverse ratio to the number of documents required. It has been said that the heavenly twins of better communication might well be named Simplicity and Clarity. We must use words that mean something to the person addressed.

As supervisors we have no authority except our ability as leaders to appeal to the desires and aspirations of agents. Our job is not to give orders but to organize to secure agreement. We can do this best

by offering positive suggestions. One of our suggestions is carried out by agents only when:

1. He understands it and interprets its meaning.
2. He believes it is consistent with the purpose of the Extension Service.
3. He believes it is compatible with his personal interest.
4. He is able mentally and physically to comply with it.  
It does no good to tell a person to do something he cannot do. It only confuses him.

#### GETTING SUGGESTIONS

This is the upward flow of the communications system. We need an organized plan for getting suggestions. The supervisor, to get suggestions, must encourage them by his own attitude. Suggestions should never be laughed at no matter how ridiculous they may appear. All suggestions should be acted upon. When adopted, credit should be given to the one who made the suggestion. When not used, a tactful explanation needs to be made so as not to discourage future initiative.

Ask a person his opinion about something to build his confidence. If a person seems contrary, ask them to do you a favor (not too personal).

May ask person who is resigning for ideas, to improve supervision, to make the work more pleasant.

#### GIVING COMMENDATION AND REPROOF

Praise is often reserved for outstanding accomplishment but it is needed most by the person who hasn't gone very far. More intelligent persons are spurred on to greater effort by a mixture of praise and criticism. Praise before you criticize. Look for little things to praise - don't wait too long after the action to praise.

Commendation often does most good when given in public. On the other hand reproof should always be given in private. People rarely fail because they intend to. We must distinguish faulty deed from the presumed good intention. Ask how he would correct his shortcomings.

We need to listen more - read "The Personal Interview in Supervision" by Evelyn Morrow, Minnesota.

#### PUBLIC RELATIONS

In the Extension Service everybody has an important job in public relations, but the supervisor is a key person in this respect. Good public relations start inside, not outside of the organization. Public relations is the reflection, through the individual, of the philosophy, aims, objectives and accomplishments of the Extension Service.

We need to plan activities in our program to build in the public mind an appreciation of our program and to assist agents in this respect.

## OFFICE MANAGEMENT etc.

We have a big job ahead in making our State and county extension offices into more effective and efficient teaching units. Satisfactory working conditions is one of the strongest incentives for better work.

### EVALUATION

We need to evaluate the results of our efforts as supervisors more than we have ever done before. This evauluation should be done in terms of our contribution to the growth and development of agents and not in terms of time spent on various activities. Supervisors get their results through agents so our efforts can be evaluated in terms of results obtained by agents.

Agents get their results through people also, so we must help agents evaluate the results of their efforts. We need an organized plan for doing this.

### PLAN OF WORK

We will all agree that supervisors are necessary and important individuals in the Extension Service. If we are to train agents for leadership, we need to let them see us function as real leaders. High morale among supervisors is necessary for high morale among agents. If we are to function effectively and efficiently, we must have a plan that embodies all these phases of our job. We must be organized ourselves so we know what we are trying to do and so those with whom we work will know what we are doing.

Following Mr. Rogers' presentation "Needed Improvements in Supervision" 5 groups were formed to discuss different phases of supervision. Inter-discussion was summarized by secretaries as follows:

Group A -- Improving supervisory programs and work plans.

1. An effective work plan will help make best use of time and energy. An effective program possibly for longer than one year will help decide the more important things to be done.
- 2.. All of State staff should participate in preparation of plans of work. Definite responsibilities for each of the staff should be set forth; major responsibilities should be indicated in areas where most of the staff work together indicating what each is to do in plans.
3. There is need to improve procedure in preparing, coordinating, and carrying through work plans. Involvement of all people at State level in planning and execution will help. Plans of work should include situation statement giving major needs and problems also objectives for different areas of supervisory responsibility. Eg. finances, recruitment, placement, training, office management, program plans, public relations, etc. Goals should

be measurable and attainable. There is need for supervisors to discuss immediate plans together regularly, possibly once a week.

Group B -- Needed improvement in records and reports. Reference File.

1. Each State office should set up and maintain a central file of supervision reference material, county information, and current operations, with one supervisor and one secretary in charge. Each supervisor can then keep only that material that pertains to his district.
2. Reports - Some States use an observation sheet recording comments or subjects discussed with counties. Records should be made of communications that have taken place, filed by counties.
3. County reports of supervisors are valuable for permanent reference. A brief summary of highlights stressing results and progress directed to people is valuable.
4. Supervisory conferences. All States have -- some hold weekly with entire supervisory staff, some bi-weekly, some monthly.
5. One of the best ways to maintain teamwork - plan together for the future and counsel with director on policy.

Group C -- Supervisory Evaluation

1. Evaluation must be based primarily on effectiveness of work being done in the counties--training, recruitment, placement, financing, efficient use of time, effectiveness of program, public relations, morale, etc.
2. Recognize that in working with agents we work with an independent group and that usually administration does not write out definite policy statements.
3. Suggestions for evaluation of the supervisor's effectiveness by supervisor include:
  - a. Setting up bench marks for one's self by specific activities. Example: Agent developing and getting job done on farm and home development.
  - b. Evaluation of personal improvement carried on by agents.
  - c. Study of agent's attitude toward him as supervisor.

- d. Evaluation of all areas of communication, up, down, and horizontal.
- e. Relationship among workers within the county office family.
- f. Trend in county support, work of leaders, etc.
- g. Supervisor may set up certain goals, objectives and evaluate in terms of attainments.
- h. Critical analysis based on records of time spent.

#### Group D -- The County Visit - Needed Improvement

##### Problems:

- 1. The county staff is growing. Problem of inter-staff relationships and communications multiply.
- 2. Too little time for good county visits. This involves evaluation of relative importance of duties at State office in relation to county responsibilities.

##### Qualities of Good County Visit:

- 1. Stress importance to agent rather than to supervisor. Give agent first chance to discuss problems.
- 2. Schedule county visits.
- 3. Plan visits--work to be done, length of visit and follow up.
- 4. Visit county as supervisory team, at stated intervals, particularly when considering budget, salary, recommendations, interpreting situation, etc. Team visits encourage understanding and tolerance with county office groups.
- 5. Have the training person attend county office conferences occasionally.

#### Group E -- Professional Improvement of Supervisors

- 1. All supervisors need a systematic plan for themselves which may include private study, reading, books, seminars, and graduate study. This might be included in their plan of work.

2. Professional improvement needs to be apart from regular office conferences on routine matters, as held weekly, bi-weekly or monthly in most States.
3. Seminars at set times are recommended with report and discussion on improved supervisory methods.
4. Supervisors are encouraged to attend summer school and particularly to participate in the opportunities given at the new agricultural extension training center at the University of Wisconsin under the auspices of the Kellogg Foundation.
5. There is need to extend training to county agents for supervisory and administrative responsibilities.
6. Financial aid to both supervisory and county staff for attendance at summer schools will help to stimulate interest. This needsto be supplemented by assistance to the county staff in finding time to devote to professional improvement.
7. A series of weekly afternoon or evening sessions at points out in a State which can be reached easily by a number of county agents is a procedure growing in importance to provide professional improvement in needed areas of study.

## WHAT AND WHY OF PROGRAM PROJECTION

At both the Lafayette and the Lincoln section, one-half day was devoted to program projection and the supervisor's responsibility toward program projection. At Lafayette, P. K. Connelly, assistant county agent leader, Indiana, presented the "What and Why of Program Projection" to the group. At Lincoln, the presentation was made by Roland Abraham, assistant director, Minnesota.

Since there was much duplication in the two talks, Mr. Abraham's talk is presented with only the briefing necessitated by space, and that portion of Mr. Connelly's talk which dealt with the supervisor's place in program projection is included in briefed form.

## WHAT AND WHY OF PROGRAM PROJECTION

by

Roland Abraham, Assistant Director  
Minnesota Agricultural Extension Service

To consider adequately the questions, "what is program projection" and "why are we concerned with it", we need also to consider related questions such as "how it came about" and "what is expected of it". The "how to" is for you to develop.

Some historical setting or "how it came about" seems an appropriate beginning. Many of you are thoroughly familiar with the background details, but a summary at this point may be helpful. I assume all of you know something of the efforts of the ECOP of the Land Grant College Association and its legislative subcommittee, working with interested farm organizations, to help extension be more effective through improved resources.

Department of Agriculture policy in the last three years has also given real backing. In the Department's "blue book", - "Strengthening American Agriculture" issued about two years ago, reference was made to a recognition of needs and development of adequate programs. (Mr. Abraham's quotes from the "blue book" were omitted to conserve space).....

You are aware of the two increments in funds subsequently voted by Congress. That is now history. States and counties moved along also. It has been pointed out that the total extension budget is now one-third larger than five years ago. But, people who appropriate money like to see in as concrete and specific terms as possible what is to be done with such funds. Members of Congress asked of farm organizations who supported appropriation requests and of extension representatives, "Can you be more specific as to your proposals for using more funds?" In time, farm organization leadership asked the same question of ECOP and the Extension Service last June. First, they asked for guideposts for financial support requests, and, second, they indicated a specific national program should be formulated. Obviously, this suggested to extension leaders that it was essential that we pay increased attention to the process of program development. It is well to note that the requests for more specific plans to support askings of Congress came from those groups who have been keenly interested in extension.

To provide at least an approach to what was wanted by these groups, ECOP developed the idea of program projection. Legislators are familiar with the specific terms in which research requests are stated. It is well recognized that the case for research can be stated readily by interpreting proposed projects in terms of "time x energy = funds needed". In extension, national and State programs are the sums of county programs. If a thorough and searching job of county program planning is done involving local people adequately, and, if it is interpreted in terms of staff needed to do the job in a given time, such county programs serve as guideposts. ECOP discussed this with the farm organizations who agreed such information would be most helpful. This brings us up to date.

With respect to the additional funds that have been granted, Rhea Blake's talk is illustrative of thinking among farm organization leadership. "The increase wasn't for more of the same", he says. "It was for a special purpose", and he goes on to talk about what he calls the farm unit approach. As a method of doing extension work, it has real significance and usefulness when applied to county programs.

What is program projection? We have talked about program planning for years; some States have done a very thorough job of it. We have talked about the proposal by ECOP for more adequate planning of county programs. Is that all there is to it? I believe not. Program projection, though not entirely new, does involve some new features in program development. The one sentence definition suggested last summer by the task force set up by ECOP may give us a useful point of departure: "Extension program projection can be defined as an administratively realistic form of long-range program development involving the scientific approach in assembling pertinent facts as the basis for intelligent decision-making by a broadly representative group of local people."

That is a highly potent sentence, but further description may be helpful. Program projection includes an analysis and evaluation of current situations and trends by a broad cross-section of local people. This means somebody has to get current information about what is happening and likely to happen in terms of both people and things. Thus the process is much more thorough, - we must get below the surface.

Another difference and one with which we have not concerned ourselves enough in the past is an appraisal of the potential of the county or State if the available pertinent knowledge were used. And, at this point some realistic goals in the direction of the potential will need to be chosen by local people. A third difference is that a better job needs to be done in sorting out the problems which impede attainment of the potential which people might reach. And fourth, we need to have local people express how fast and how far they wish to move in reaching goals. The final step is the development of recommendations to solve problems and reach goals set by local people in the direction of reaching full potential.

From this can evolve a program of extension education for a period of years based on the recommendations which people have decided should be acted on by the Extension Service. This would include goals to be reached in a given time and with priorities for action.

Not entirely new but a distinct part of this planning process is an administrative phase. This is the interpretation of the program suggested by the people in terms of personnel and other resources needed to implement the program in such a way as to meet the goals which the people set. This step takes us further in the process of long-range program planning, - a step of appraising programs in terms of time and energy needed.

And, so we might describe program projection more simply as a process in which people determine (1) what they do have, (2) what the potential is and how much of it they want to reach, and (3) how they go about getting it, - can extension help and what resources does extension need to provide that help.

It would be helpful at this point to touch on some characteristics of program projection that seem important to keep in mind. More detailed kind of basic data will be needed than has been customary for the "one-day shot" sort of program planning often used to plan from year to year. To arrive at the potential of a county it may be necessary to develop some special production or other "factors" which can be applied to the current circumstances. Motivation toward helping people perceive real problems may be important at times. Agents and supervisors face a challenge in this respect. The program as seen by county people needs to include their goals in terms of time and priorities for attention. In other words, how long can they wait and what comes first in importance. This process provides a realistic basis for administrative and legislative appraisal and judgment as to personnel and resources needed to meet the people's goals.

Planning is acknowledged to be a continuing process, - so is program projection. It can be a more systematic form of planning and one that goes further toward action than some of our earlier efforts. Planning will continue at all points of consideration by county people, county staff, administration, legislative groups, and again by county people in a continuous process. If a good job of program development is done in the counties, this will permit extension administrators to make more intelligent appraisals of the educational job which people have indicated will take them to their goals in the time desired. Thus the administrator comes up with a "time x energy = funds" equation to present to legislative bodies and those who wish to support such legislation for their consideration.

What is expected of program projection and why is it being considered? We have already touched on this to some extent. It will give administrators, the farm organizations, appropriating bodies and others an opportunity to see in more specific form what it is expected can be accomplished with certain amounts of resources. Beyond that, however, it provides a good opportunity to acquaint more people with the system of extension education, how it functions, what it can do and what its problems are in carrying out its assigned responsibilities. Participation in the process itself will help people to see more clearly the fundamental nature of many problems facing them. For extension itself, program projection provides a device (1) to test or evaluate current extension activities and programs in the light of the desires and basic problems of people, (2) to enable extension to shoot closer to the mark, and (3) to restrict or even discontinue such activities as are less productive uses of our substance in personnel and resources. In other words, it will help keep our shop consistent with

the needs of the day. Of special consequence is the fact that the analysis will help extension to engage first in those teaching activities which bear heavily on the educational jobs people suggest as most important.

In closing, may I suggest a few factors which may determine its effectiveness and success.

- (1) The extent to which people are involved including farm organization membership and Main Street representation is important. We will need to consider how best to do this in each State.
- (2) The basic data on situations, trends and potentials must be sufficiently complete and accurate to permit meaningful appraisal by local people. How we provide for this is an important question.
- (3) The extent to which it is the people's program will be a factor.
- (4) Maintenance of adequate communications within the Extension Service and with farm organizations is important to understanding of results.
- (5) The kind of job we as supervisors do in motivating agents and in facilitating the appraisal of programs will be a very critical factor.

Program projection involves some things that are new. If we sharpen up on program planning techniques and make our procedures more systematic and more thorough we can come up with really forward-looking programs. Agriculture and homemaking are dynamic, not static. Witness "corn yesterday and today", the continuing development of time and energy saving devices for the homes and many other changes. Extension's programs likewise must be dynamic, suited to the needs of today, and tomorrow insofar as they can be estimated. Our job then is to help people find out what they have, what they could have, how much of the potential they want, how they can get it and what extension could do about helping to attain the goals.

## THE EXTENSION SUPERVISOR'S PLACE IN PROGRAM PLANNING

Excerpts from talk by P. K. Connelly, Assistant County Agent Leader, Indiana Agricultural Extension Service.

Program planning and program operation is the orbit around which the extension supervisor turns. We supervisors do chores of several kinds and we listen to troubles of all kinds, but our greatest responsibility is in the field of extension program. That's where our efforts change what people do. The responsibility is tremendous but no one can deny that it's a wonderful opportunity.

There are a few facts we supervisors need to keep in mind that:

- (1) The only excuse for planning of any sort is greater production.
- (2) When appropriating bodies make appropriations to the Extension Service, they are actually buying a program.
- (3) In the long run, we cannot maintain the Service on anything less than general public acceptance of the extension program. We have achieved this to a large degree. That does not mean we will have it 10 years from now. If we don't do a good job of forward planning, we may not have it.

Some factors that will make a difference in program projection:

- (1) Let's move, but -- "Let's don't get in too big a hurry."

Planning a long-range program is basic and important but it is not a matter of extreme urgency. No deadlines are set, the people should set their own pace. If we attempt to drive them to meet urgent deadlines, we likely will get a poor job done.

- (2) Let's don't "oversell" the idea.

We are interested in a long-range program. The results will probably not be immediate. Volunteer leaders must be helped to realize this. Let's show the cooperators (county leaders) exactly why a long-range program is needed and how the work done will result in a better county.

- (3) The attitude of the "team" is probably the most important single factor in the success or failure of any effort. Desire is often the difference between a successful effort and failure. If the team is enthusiastic and demonstrates a real desire to get a good long-range program developed, there is an excellent chance for success. Without enthusiasm and desire - failure is a foregone conclusion.

- (5) The climate of meetings is important. Leaders should be helped to feel good about the job they are attempting.
- (6) "Let's don't take too much for granted." Before a meeting is held, enough personal work will need to be done to assure a thorough understanding of the purpose by at least the key leaders of the county.

The extension supervisor is the coach of the team. He is the key person. He is the analyst who judges methods of operations and procedures. His judgment will influence how county staffs will operate. Few responsibilities are more fundamental or far-reaching than this one.

The two sections of the conference were each divided into 5 discussion groups to discuss the supervisor's part in the various aspects of program projection. Since some of the groups in the two sections discussed the same topic, the discussion is summarized under 6 headings.

Group A: The Supervisor's Part in Motivating Agents to the Objectives of Long-time Planning.

The group reported that supervisors need to:

1. Understand what is meant by long-time planning. What are it's purposes and intent?
2. Understand their own objectives.
3. Develop in the agents an understanding of the purposes and an interest in doing the job of long-time planning.
4. Assist the agents to measure the results of their work over a period of years. Progress is more evident if measured at the end of 5 or more years than when measured at the end of 1 year.
5. Break down agent resistance by -
  - a. Creating a realization of the importance of making the program that of the people, involving the people in planning.
  - b. Giving agents methods of getting the job done within their busy work schedule.
  - c. Giving agents good examples of counties that have done this job successfully. The agents used for examples should be ones respected by other agents.
  - d. Continuously using the best methods to promote good human relations.

Summary: If a thorough understanding of the meaning, purposes, intent, and potential results of long-time program planning is accomplished among all extension personnel, there will be no difficulty in getting the job done.

Group B: Supervisor's part in Initiating Program Projection.

1. Sell ourselves that program projection is necessary.
2. Sell specialists by conference or work group.

3. The supervisory team select counties to start considering -
  - a. Interest.
  - b. Is the county ready - what have they done.
  - c. Decide whether the counties are to be considered pilot counties.
4. Sell the county extension agents -
  - a. At State or district conferences.
  - b. Meet with county staffs.
  - c. Show agents reward.
5. Help collect new facts as a basis for the county plans.  
people.
6. Supervisory team - the resource/ County staff should take the lead in a county meeting.
7. Explain program projection to county extension committee and county organizations.
8. Stress that this is not a new program, but program development with some new aspects.
9. Stress that program projection is not in competition with farm and home development, but rather that program projection might point out the need for and importance of farm and home development.

Group C. The Supervisors Part in Working Out Procedures.

1. Approach starts at the State level.
2. Use present organizational structure where possible.
3. Involve State level committees.
  - a. Staff committee composed of specialists, supervisors, and county extension agents.
  - b. Staff and lay leader committee.
4. Select some "pilot counties".
  - a. Ten percent of the total of 1 or 2 per district.
  - b. Counties already doing some comprehensive planning.
  - c. Where county staffs are adequate and interested.

5. Inform and gain assistance of county staff.
6. Inform and gain assistance of extension councils and other agencies in the counties.
7. Have "workshops" on the State or area basis, including specialists, county staff, lay leaders, and supervisors.
8. Establish plans for -
  - a. Collecting basic data, how and who.
  - b. Using county planning committees.
  - c. Using county subcommittees.
  - d. Involving the local people.
  - e. Reporting back to county councils.
  - f. Reporting back to State councils.
9. Determine objectives.
10. Make the plans.

Group D. The Supervisors Part in Assuring a Total Extension Approach:

1. Need family teamwork in extension offices - all levels.
2. Need total extension approach instead of 3 phases in planning programs.
3. Entire staff needs to know where families are in the county (not geographically).
4. Agents and supervisors need to evaluate present program to assure integration (importance of timing and coordination).
5. Need to differentiate between "program" and "plan of work".
6. Supervisors and county staff need motivation to make long-range program planning work.

Group E. The Supervisors Part in Obtaining Participation of Local People.

To obtain effective participation of local people, the committee felt that it was necessary for extension personnel to be properly motivated and trained and for extension boards or councils to have an understanding of program projection and their responsibility to it.

In order that local participation of people may be obtained, the following must be accomplished:

1. A satisfactory structure should be developed in which people can participate.
2. Background information must be provided so that people can recognize the problems--and after the problems have been recognized--how they can be solved.
3. People must understand what is expected of them.
4. The people must be trained and information provided which can be used as they work with people in their own communities.

Some of the functions of local people.

1. Help collect facts and information about the county.
2. Make a study of the facts that affect the county.
3. Recognize problems.
4. Help set objectives and goals.
5. Consider present program in relation to problems.
6. Help get additional people involved.
7. Consider solution to problems and alternatives.
8. With the help of agents and specialists decide the direction in which to go.
9. Consider all resources available that have a bearing on the solution of problems.
10. Appraise the program and measure progress.

Provide publicity of the mechanics of program planning, while it is being done and when the program is announced.

1. To the county court or local sponsors.
2. Home demonstration club councils.
3. 4-H Club councils.
4. Other agencies, business organizations and civic groups who helped build the program.

Group F. The Supervisor's Part in Measuring Accomplishments:

The group decided the discussion should be on a measure of accomplishments of the procedure of program projection.

Factors which they felt held implications:

1. Emphasis to county people on the need for personnel or redirection of personnel to get an educational job done.
2. Involve all staff--State and county.

The group felt there will be accomplishments in program projection if -

1. We can get counties to want to participate, to set up a county meeting.
2. County meetings involve many people (difficult to say how many) maybe 20 would be large for some counties.
3. A bench mark based upon basic information such as population information, school information, tax information, outlook and so forth is set.
4. Program that results from program projection is decided by the people - not the agent.
5. People can sort and determine the problems that have priority.
6. Program results in emphasis of all fields where help is needed, not where agents have specialists or training.
7. Communications are open back to local people so they see the need for careful analysis results of program projection.

## SUPERVISORY RESPONSIBILITY IN FARM AND HOME DEVELOPMENT

At Lafayette, this topic was opened by a panel, Karl Knaus, FES, moderator; at Lincoln by a talk by Philip S. Sutton of Nebraska. A brief of Mr. Sutton's talk follows:

Do we really understand what is meant by farm and home development? Farm and home development should not be considered as a new program, but rather as a method or approach of doing Extension work.

Some of the supervisors' big jobs are: (1) Inspire - agents to do a good job. (2) Motivate and enthuse. (3) Guide - start right. These are accomplished by methods and techniques which all have used. They vary with the individual.

To get the job done, a supervisor will: (1) Be "sold" on what is to be done. (2) Understand what is to be done. (3) Be interested in getting a good job done, and (4) Give necessary leadership and encouragement. Since these things apply to all facets of agricultural extension work, a supervisor's responsibility in farm and home development differs very little from duties and responsibilities to the total extension program.

The job of supervision can be broken down into 4 general divisions:

(1) Personnel and administration. (2) Training and counseling of agents. (3) Program coordination and integration. (4) Public relations. A supervisor's responsibilities in each of these divisions as it pertains to farm and home development are suggested below.

### 1. Personnel and administration.

#### a. Select and place personnel.

1. Fit the person to the job.

2. Consider how the new person will fit in the entire staff?

b. Keep agents and sponsoring boards informed of policies. Help interpret these policies.

c. Keep administration informed of situations within the county.

d. Secure and evaluate reports.

1. As time goes on these reports become more important.

2. Training and counseling of agents.

a. Assist with overall organization of farm and home development work.

1. To include added personnel.

b. Assist with adjustment of the workload in the county.

c. Assist county staff with methods, procedures, and evaluation.

d. Make some farm and home visits with the county extension agent.

This benefits supervisor and agent.

3. Program coordination and integration (this will require a lot of the supervisor's time).

a. Guide in planning farm and home development activities.

b. Helps agent coordinate and integrate farm and home development into total extension program - calendarization - plan in advance what, who, how, and when.

c. Assist agent in selecting methods best adapted to farm and home development.

d. Act as coordinator between county agents and specialists.

1. Scheduling.

2. Agent-Specialist relationship.

3. Interpret county program to specialist.

4. Public relations (very vital).

a. Assist agents to develop and maintain contacts with other governmental agencies, civic organizations and service groups.

b. Stand by, guide and support the county agent and the county organization while they are altering their present program to include farm and home development.

In conclusion, I would stress these points:

- a. Farm and home development is not a separate program. It is an integral part of an overall extension program.
- b. Supervisors should keep open minded. Some may need to be sold on this method of extension teaching and well enough informed that they can -
  - 1. Advise, counsel and evaluate.
- c. The role of supervisor remains the same - that is, to actively support a teaching job which will follow these five steps.
  - 1. Gain attention.
  - 2. Hold interest.
  - 3. Develop confidence.
  - 4. Create a desire to act.
  - 5. Provide satisfaction for a job well done.

The objective of the farm and home development program is similar to the fundamental purpose of Extension. To make farming more efficient, and to promote a richer more satisfying life for farm families.

#### THE PANEL AT LAFAYETTE DEVELOPED THESE THOUGHTS

Panel Members: Karl Knaus, Moderator, Federal Extension Service

Lula Black, Illinois  
Anna K. Williams, Indiana  
J. U. Morris, Missouri

H. J. Foster, Michigan  
Marie Walters, Ohio  
G. Baumeister, Wisconsin

Fitting personnel.

- 1. Jobs must be filled with individuals who will work and have an interest in people. Philosophy of working with people important. Objective of "helping people to help themselves" should continue to dominate activities of extension personnel.
- 2. All agents need some basic training. Basic need is how to work with people. Need for "on--the--job" training varies in time and content. Problem is to get all agents to feel they are ready to start.
- 3. Training is a continuous process.
- 4. Each county staff member has responsibilities in his field of activity and takes lead in that particular area.

Helping agents coordinate.

1. First farm and home visit made by agricultural and home agents together - may divide later yet keeping ties close.
2. Approach, or techniques develop differently in counties and States.

Indiana - approach through small meetings. People who come are already enrolled. First meeting given over to goals - how to develop, what included, etc. Families develop goals at home later.

Ohio - develop techniques on "decision-making."

Michigan - uses several approaches depending upon agents.

Illinois - method depends on agents - how they see it.

3. Problems arising when new agent added to staff for farm and home development.
  - a. Older agents hesitate to give up old work.
  - b. Home demonstration agent has a full load.
  - c. Team approach may be new.
  - d. Problem is best use of time and talents for whole program.
  - e. Need to adjust across subject matter lines and work areas.
4. Supervisors need to work more closely with agents on procedures for entire program. One written county plan of work for men and women recommended.
5. Setting stage to measure accomplishments and results:
  - a. Before and after pictures. Same spot, same time of year.
  - b. Pictures of family. Span changes in attitude, health, etc.
  - c. Statistical information from farm and home records. Compare years.
  - d. Added income, added inventory, new conveniences, are measures.

## FARM AND HOME DEVELOPMENT - "How Can Supervisors Help Agents"

At Lincoln, five groups discussed areas in which supervisors are concerned.

Group A - "See its purpose and possibilities."

1. Supervisors can help administration.
  - a. Be sure all agents and specialists are sold on the program and have knowledge and understanding of it.
  - b. Develop a simple brochure to aid in telling the same story.
2. Supervisors can help overcome such problems as:
  - a. Specialists may feel that their program will be left out.
  - b. Differences in skills and experiences of agents makes them reluctant to try the approach.
  - c. Short tenure.
  - d. Agents and specialists making decisions for farm people, rather than letting them make their own decisions.
  - e. Extension has been largely oriented to give out subject matter. All have had less experience in the family decisions approach.
  - f. Lack of time by agents.
  - g. In a system where home demonstration agents give the lessons to units, they feel the pressure of an added job.
  - h. Should it be executed by the total staff in a county or be the responsibility of a special agent? Answer: Special agent leadership and his main job, second agents back up and supplement - secondary job to them.
  - i. Farm and home development has not been understood to be a method and that it fits into the on-going program.
  - j. Publicity has brought unfavorable attitudes toward some families, counties, and agents. Be careful of setting up certain farm families above their neighbors.
  - k. The method can be made to seem too difficult.
  - l. Feeling a program has been handed down creates a psychological block.
  - m. A few over-ambitious agents are not developing key leaders.

### 3. Suggestions

- a. Be sure that all staff - specialists, supervisors and agents - are in on the planning. Smaller meetings allow for talking it out.
- b. Recognize that among all people, some are the innovators, some are late adaptors, and some never adapt.
- c. Techniques and skills which need to be taught agents include:
  - 1. How to motivate.
  - 2. Process of decision making.
  - 3. How to evaluate the progress.
  - 4. How to counsel.
- d. Analysis of a successful farmer and his practices is a good training device.
- e. An agent will want to get his experience on one or a few farms, and let group methods grow with his experience.
- f. Keep good records - visual and written, to use as an aid in interesting and developing the work with others and in evaluation.

#### Group B - "Adjust the workload in the county."

- 1. Agents do too many chores instead of teaching. Reasons for this:
  - a. The way we have developed as a service.
  - b. Time has not been taken to evaluate how time is being spent and developing ways to adjust.
- 2. Some suggested solutions and ways supervisors can help.
  - a. Assist people in developing good, long-time programs based on situations, objectives, problems and solutions.
  - b. Develop a good annual plan of work.
  - c. Assist agents to analyze and evaluate how they spend their time.
  - d. Train leaders to do jobs they often can do better than agents.

- e. Train staff members, new and old, to use newer methods.
- f. Agree on definite approach to farm and home development.
- g. Assist agents in determining and understanding each other's responsibilities.
- h. Secure additional personnel or cut lesser items from program.
- i. Do not expect all counties to reach the same number of people any more than we expect all county programs to be equal.

Group C - "Work with more people in farm and home development."

- 1. Get more counties to take on farm and home development.
- 2. Find ways to get program started in small way in counties without additional personnel.
- 3. Visualize that it isn't a new program, but a method of getting the job done.
- 4. Develop a proper balance between mass or group media and personal service. Use group approach wherever possible, personal service where you must.
- 5. Help agents evaluate their workload to see what can be taken over by other people (leaders).
- 6. Train agent with program development so that people plan for way to release agents' time to work with more farm and home development.
- 7. Encourage agents and people to go ahead.
  - a. Start where people are. Don't wait for the ideal situation.
  - b. Encourage staff conferences so that all agents know progress of cooperating families.
- 8. Utilize specialists' time in a way that they can contribute more fully to the program.

Group D - "Maintain good public relations." This job little different from other extension programs.

- 1. Plan for general public to understand this method of extension work.
- 2. Sponsoring boards should understand why we are working with a few families.

3. Develop a good program - then announce results. As supervisors we need to help agents acquaint the public with what the program is accomplishing.
4. Develop visual aids to illustrate what agent has done with the family.
5. Be careful not to divulge personal information given by families.
6. Use participation awards for families participating in the program (these might be sponsored by bankers or other local civic minded persons or groups).
7. Establish good working relationships with other organizations - Farmers' Home Administration, Production Credit, etc.
8. Get business and civic organizations behind the program, by:
  - a. Getting business groups to participate in result demonstrations.
  - b. Discussions during personal contacts or before civic clubs.
  - c. Encouraging bankers to finance families for a year.
  - d. Arranging business men's tours of farm homes.
  - e. Using radio and TV - could be tape done right from the farm.
9. Get families to interest their neighbors and friends.
10. Make pictures or mats available to editors, perhaps for special edition in paper.
11. The key to good public relations is to have something good to report, if only one family.
12. Inform Congressmen.
  - a. Encourage them to attend tours or to visit some of the farms to hear the farm family tell what they have accomplished.
13. Maintain a good balance between mass media and working with a few farm families.

#### Group E - Measure accomplishments.

The group agreed that there needs to be an evaluation of program progress by agents and families.

1. Some of the factors which might determine progress are:
  - a. Continued interest of the family as expressed by requests for assistance.
  - b. Establishment of objectives and goals by the family.
  - c. The extent of confidence in agents expressed by families.
  - d. The number of practices adopted.
2. Some of the ways in which these factors might be collected are:
  - a. An office file for each family, such file to include a record of the family's objectives, their situation, their accomplishments, etc.
  - b. Use of the office conference by supervisors and agents to discuss progress.
  - c. Supervisors should visit a few families with the agents.
  - d. Use a standard form for counting participating families.
  - e. Case histories and testimonials are of great value.
  - f. Some States have instituted a special monthly report form which will help to bring out the value of methods used.

## Conference Summary

A conference is of real value if those attending put something gained into action when they get home. It is hoped that each State participating in this conference is taking home at least one idea which can be put into use at home.

While a polished supervisory job description did not grow out of the conference, the record does include a rather complete analysis of the supervisor's job.

Mr. Rogers used the term "Super-Vision" in defining supervision. Miss Goble suggested that supervision is teaching. If each supervisor endeavors to develop "Super-Vision" and to train himself to be a good teacher, high morale and high productivity will follow. The failure of an agent on the job may indicate that the teacher failed to do an effective job of teaching.

We are interested in high productivity - not of things - but of ideas, programs, practices adopted, etc.

Dr. McCormick showed us how productivity in industry was related to morale of the workers. Miss Goble pointed out that morale seems to drop during periods of change. We are in a period of change now and, if Director Hoffman and Mr. Knaus are reliable prognosticators of the future, probably will be during all of our Extension Service lifetime.

Are we big enough to meet change as a challenge to keep our morale high and in so doing, keep up and increase our level of productivity?

Dean Reed of Purdue mentioned the man who had never really accepted the fact that farming methods have changed to the point of almost eliminating the need for horses. As a result the farm in which he is interested still had Percherons on it. We need to ask ourselves if we are unwilling to give up the "horses" taking up space in our "barns" and "eating" up our time and energy or are we getting and helping agents to get satisfaction from change.

Learning to use our resources effectively and being able to teach agents to do so can help keep morale high. Miss Goble gave us some good help on the use of one of our resources - time. She pointed out that we all have an equal and limited quantity of this resource. We also have energy and money to spend, unfortunately not in equal amounts and almost universally not enough of either to do all we would like to do. If we had more money we could buy time and energy from additional people to help get the job done.

Lacking unlimited resources we have a greater need to plan for the effective use of what we have. Planning has been stressed throughout the conference. We may have thought of planning in terms of what "the people" should be doing. Do we as supervisors, need to apply the principles of program projection to our own jobs. Should we take stock of our situation, our needs, the resources we have, our problems and then set up a truly effective long-time plan for meeting our needs? Mr. Musgrave mentioned that time devoted to planning is invested not spent.

Dr. McCormick and Dr. Hall pointed out that good supervision depends on good human relations. Dr. McCormick called our attention to three factors which contribute to good human relations (1) get people into the act (2) get group unity and (3) maintain good communications. These three factors are important for county extension workers to know in dealing with people but perhaps they are even more important for supervisors to remember in dealing with agents and State staff members.

Miss Goble mentioned that a person who is happy in his job is both a producer and a consumer of satisfaction. I personally hope your supply of satisfaction never runs low and that in some measure this conference has helped to increase your supply.

REGIONAL EXTENSION SUPERVISORY CONFERENCE

Memorial Union Building  
Purdue University  
Lafayette, Indiana

October 4 - 6, 1955

October 4

9:00 a.m. Presiding: Janalyce Rouls  
Introduction by States: Suggest maps be used to show supervisory districts.

9:20 a.m. Welcome and Conference Purposes - Hugh S. Heckard

9:30 a.m. The Human Element in Supervision - Dr. E.J. McCormick, Associate Professor of Psychology, Purdue

10:15 a.m. Group Discussion to Formulate Problems

10:40 a.m. Coffee Break

11:00 a.m. Summary Discussion. Led by Mrs. Helen Turner, Federal Extension Service

11:40 a.m. Lunch

1:00 p.m. Presiding: Dave H. Williams  
Looking Ahead - Director L. E. Hoffman, Indiana Extension Service

1:45 p.m. Panel - Supervising Farm and Home Development  
The Supervisor's Responsibility in:  
a. Helping agents see its purpose and possibilities.  
b. Helping agents coordinate programs.  
c. Working with agents on adjusting work loads.  
d. Measuring accomplishments.  
e. Reporting progress.

Panel Members: Karl Knaus, Moderator,  
Federal Extension Service  
Lulu Black, Illinois H. J. Foster, Michigan  
Anna K. Williams, Indiana Marie Walters, Ohio  
J. U. Morris, Missouri G. Baumeister, Wisconsin

3:45 p.m. Adjourn

4:30 p.m. Leave for "The Hills." Chicken Barbecue by Poultry Dept.  
(Wear sports clothes.)

October 5

8:30 a.m. Presiding: Charles Haas

9:00 a.m. The What and Why of Program Projection -  
P. K. Connelly, Assistant County Agent Leader, Indiana

9:30 a.m. Coffee Break

9:45 a.m. Small Group Discussions: (Each group to start with  
subject assigned but not limited to it.)

A Supervisor's Part In:

Group I - Motivating agents to the objectives of  
long-time planning.  
Leader: Gertrude Kaiser

Group II - Tying farm and home phases together in  
the planning.  
Leader: Edith Bangham

Group III - The mechanics of planning.  
Leader: D. D. Robinson

Group IV - Initiating program projection.  
Leader: Edna Sommerfeld

Group V - Functions of local people.  
Leader: Vance Henry

11:00 a.m. Reports of Group Discussions.

11:45 a.m. Lunch

1:15 p.m. Presiding: A. A. Griffith

Time as A Tool of the Job - Eva L. Goble, State  
Leader, Home Demonstration Agents, Indiana

2:15 p.m. Morale Building -- The Positive Approach  
Fact Box: Group participation of written suggestions  
of policy or techniques that strengthen morale.  
Box Openers and Discussion Leaders:  
Anita Gundlach  
R. H. Brunнемeyer

3:15 p.m. Building Teamwork in the County - Rowena Green and  
Larry Best.

4:00 p.m. Report of National Educational Center -  
Robert Clark, Director

4:15 p.m. Adjourn

October 6

8:30 a.m. Presiding: Anna Searl  
The Interview. - Evelyn Morrow, District Home Demonstration Supervisor, Minnesota

9:30 a.m. Coffee Break

9:45 a.m. A Supervisory Visit to a County: Demonstration by Ohio team of supervisors.

Follow-up Discussion, Led by Ohio team and Evelyn Morrow.

11:15 a.m. Unfinished Business - Karl Knaus

11:25 a.m. Conference Summary - Mrs. Helen Turner

11:45 a.m. Adjourn

-----

States are encouraged to bring mimeographed materials, exhibits, or other visual aids which they are using that might be of interest to supervisory staff.

A T T E N D A N C E

REGIONAL SUPERVISORY CONFERENCE - LAFAYETTE  
October 4 - 5, 1955

ILLINOIS

Black, Lulu S.  
Brunnemeyer, H. R.  
Coolidge, W. F.  
Gordon, H. H.  
Hall, Cleo  
Kaiser, Gertrude E.  
Kammlade, W. G.  
McKinzie, L. E.  
Searl, Ann A. W.  
Sympson, Marian M.

MICHIGAN (cont'd)

Hill, Maurice  
Huston, Velma  
Lott, R. C.  
Musgrave, B. E.  
Olstrom, Einer  
Peck, Ruth  
Ranta, Ray  
Sommerfeld, Edna

MISSOURI

Green, Rowena  
Henry, Vance  
Klenn, Grace  
Morris, J. U.

WISCONSIN

Bangham, Edith  
Baumeister, George  
Bean, W. D.  
Gundlach, Anita  
Richert, Marlys  
Williams, D. H.  
Woelfel, O. G.  
Wright, George

OHIO

Best, Larry  
Haas, Charles  
Hadley, Herbert  
Kochheiser, Eunice  
McCormick, Robert  
Robinson, D. B.  
Strow, Helen  
Walters, Marie  
Whitfield, Loa

INDIANA

Busche, L. M.  
Connelly, P. K.  
Crooks, Paul  
Cullop, Martha T.  
Goble, Eva L.  
Heckard, H. S.  
Hoffman, L. E.  
Knapp, Jane  
Mansfield, Oren  
Rice, Bill  
Rouls, Janalyce  
Sexson, V. D.  
Williams, Anna K.

MINNESOTA

Morrow, Evelyn

MICHIGAN

Brown, Margaret  
Caul, Denny  
Foster, H. J.  
Griffith, A. A.

PROGRAM

REGIONAL SUPERVISORY CONFERENCE

Student Union  
and  
Love Memorial Library  
University of Nebraska  
Lincoln, Nebraska

October 13, 14, 15, 1955

October 13

Student Union, 14th & R. Streets

9:00 a.m. Presiding: Walter E. Spilker - Room 313

Introduction by States

Welcome - E. W. Janike, Associate Director, Nebraska

Purpose of Conference - Karl Knaus, Field Agent, U.S.D.A.

10:15 a.m. Coffee Break

10:30 a.m. Room 313  
The Human Element in Supervision - Dr. Wm. E. Hall,  
University of Nebraska

11:15 a.m. Discussion

11:45 a.m. Luncheon, Rooms X & Y

Afternoon

Presiding: Merrill S. Burke

1:15 p.m. Room 313  
Panel: Analyzing the Supervisory Job

Panel Members:

Director, Maurice Soult, Iowa

Specialist, C. W. Nibler, Nebraska

County Agent, Elmer Blankenhagan, Kansas

Home Agent, Frances J. Runty, Nebraska

Supervisor, Rosella Qualey, Minnesota

Supervisor, Robert Baker, Missouri, Moderator

2:15 p.m. Discussion

2:30 p.m. Coffee Break

October 13 - Cont'd.

2:45 p.m.

5 Work Groups All on Topic:  
Develop A Supervisors' Job Description

A. (Room 313) Farnham, S. D., Chairman  
Baker, Mo. Goettsch, Ia. Abraham, Minn.  
Jensen, Minn. Bodwell, Ia. Dodrill, Kas.  
Blecha, Kas. Walters, Nebr. Duley, Nebr.

B. (Room 315) Challey, N.D., Chairman  
Beavers, Ia. Donhowe, Ia. Graham, Mo.  
Simpson, Mo. Shanley, S. D. Arthand, Nebr.  
Koenig, Kas. Teagarden, Kas. Spilker, Nebr.  
Engebretson, Minn.

C. (Room 316) Wellman, Ia., Chairman  
Rogers, Mo. Forbes, Minn. Glover, Kas.  
Qualey, Minn. Hill, S. D. Graff, Ia.  
Clark, Ia. Collins, S.D. Meyer, Kas.  
Peterson, Nebr. Anderson, Nebr.

D. (Room X) Dittmer, Chairman  
Hagen, Minn. Clifford, Mo. Smith, Ia.  
Berntson, N.D. Nygaard, Ia. Vanskike, Kan.  
Baird, Kas. Russell, Nebr. Bodenhamer, Mo.

E. (Room Y) McCleary, Chairman  
Frederickson, Minn. Blankenhagen, Kas.  
Burke, N.D. Robertson, Mo. McLoughlin, S.D.  
Kagarice, Ia. Anderson, Ia. Wilson, S.D.  
Saxton, Nebr. Hendershot, Kas.

3:45 p.m.

Reports on Work Groups (Room 313)

5:00 p.m.

Leave Hotel for Picnic Dinner

Committee: R. C. Russell V. H. Petersen  
Ethel H. Saxton Mrs. Nell Duley

October 14

Love Memorial Library  
Presiding: Mary Ruth Vanskike

8:30 a.m.

Auditorium

What and Why of Program Projection -  
Roland Abraham, Assistant Director, Nebraska

9:15 a.m.

Group Discussion on Supervisors Part in:

A. (Room 402) "Initiating Program Projection"  
Engebretson, Minn., Chairman  
Baker, Mo. Soult, Ia. Hill, S. D.  
Abraham, Minn. Burke, N.D. Baird, Kas.  
Nygaard, Ia. McCleary, Minn. Koenig, Kas.  
Petersen, Nebr. Duley, Nebr.

B. (Room 403) "Developing Procedures"  
Bodenhamer, Mo., Chairman  
Robertson, Mo. Berntson, N.D. Blecha, Kas.  
Wellman, Ia. Collins, S. D. Dittmer, S.D.  
Qualey, Minn. Donhowe, Ia. Hendershot, Kas.  
Saxton, Nebr.

C. (Room 409) "Assuring a Total Extension Approach"  
Smith, Ia., Chairman  
Clifford, Mo. Goettach, Ia. Rogers, Mo.  
Bodwell, Ia. Meyer, Kas. Hagen, Minn.  
Blankenhagen, Kas. Russell, Nebr. Anderson, Nebr.

D. (Room 429) "Developing Participation of Local People"  
Arthaud, Nebr., Chairman  
Graham, Mo. Glover, Kas. Anderson, Ia.  
Wilson, S.D. Vanskike, Kas. Kagarice, Ia.  
Spilker, Nebr. Frederickson, Minn.

E. (Room 430) "Measuring Accomplishments"  
Walters, Nebr., Chairman Teagarden, Kas.  
Simpson, Mo. Jensen, Minn. Forbes, Minn.  
Clark, Ia. Farnham, S.D. Challey, N.C.  
Duley, Nebr. Dodrill, Kas. Beavers, Ia.

10:30 a.m. Coffee Break

10:45 a.m. Auditorium

Reports of Group Discussions

11:45 a.m. Lunch

Afternoon

Presiding: Al Goettach

1:15 p.m. Auditorium - Supervisory Responsibility in Farm and Home Development - Phil Sutton, Associate State Leader, Farm and Home Development, Nebraska

2:00 p.m. Discussions (5 groups)  
"How Can Supervisors Help Agents":

A. (Room 402) "See its purpose and possibilities"  
Simpson, Mo., Chairman Wellman, Ia.  
Burke, N.D. Bodenhamer, Mo. Dodrill, Kas.  
Abraham, Minn. Soultz, Ia. McLoughlin, S.D.  
Frederickson, Minn. Blankenhagen, Kas.  
Clark, Ia. Peterson, Nebr.

October 14 - Cont'd.

3:15 p.m.	Coffee Break
3:30 p.m.	Auditorium Reports of group discussions
4:30 p.m.	Adjourn
6:00 p.m.	Evening Separate dinner sessions for men and women to be arranged.

October 15 Student Union  
Presiding: Clarence Shanley

8:30 a.m. Room 313  
Needed Improvements in Supervision, F. E. Rogers,  
State Extension Agent, Missouri

9:30 a.m. Group Discussions

9:30 a.m. Group Discussions

A. (Room A) "Improving a Supervisory Program and Work Plan"      Graham, Mo., Chairman  
 Berntson, N.D.      Goettsch, Ia.      Dodrill, Kas.  
 Nygaard, Ia.      Bodenhamer, Mo.      Dittmer, S.D.  
 Qualey, Minn.      Graff, Ia.      Glover, Kas.  
 Peterson, Nebr.      Arthaud, Nebr.

B. (Room B) "Records and Reports (files)"

Jensen, Minn.	Chairman	Hill, S. D.
Koenig, Kas.	Baker, Mo.	Wellman, Ia.
Collins, S.D.	Forbes, Minn.	Clark, Ia.
Russell, Nebr.	Blankenhagen, Kas.	

C. (Room C) "Supervisory Evaluation"

Kagarice, Ia.	Chairman	Clifford, Mo.
Smith, Ia.	Meyer, Kas.	Robertson, Mo.
Challey, N.D.	McLoughlin, S.D.	Schults, Ia.
Baird, Kas.	Walters, Nebr.	Frederickson, Minn.

D. (Room 313) "The County Visit"

Duley, Nebr.	Chairman	Simpson, Mo.
Donhowe, Ia.	Hendershot, Kas.	Hagen, Minn.
McCleary, Minn.	Farnham, S.D.	Burke, N.D.
Bodwell, Ia.	Blecha, Kas.	Anderson, Nebr.

E. (Room 209) "Profession Improvements"

Teagarden, Kas.	Chairman	
Wilson, S.D.	Abraham, Minn.	Rogers, Mo.
Anderson, Ia.	Engebretson, Minn.	Vanskike, Kas.
Spilkers, Nebr.	Saxton, Nebr.	Beavers, Ia.

10:15 a.m. Coffee Break

10:30 a.m. Room 313  
Reports of Group Discussions

11:00 a.m. Room 313  
Summary of Conference - Mrs. Helen D. Turner,  
Field Agent, U.S.D.A.

11:30 a.m. Adjourn

A T T E N D A N C E

REGIONAL SUPERVISORY CONFERENCE - LINCOLN  
October 12 - 15, 1955

IOWA

Anderson, V. M.  
Beavers, Irene  
Bodwell, Mary  
Clark, Fred  
Donhowe, Charles  
Goettsch, Alvin T.  
Graff, E. F.  
Kagarice, Margaret  
Nygaard, Ann  
Smith, Carl  
Soultz, Maurice  
Wellman, Mrs. Mildred

NEBRASKA

Anderson, Alma  
Antes, W. M.  
Arthaud, Agnes  
Atwood, Florence  
Duley, Nell H.  
Janike, E. W.  
Lux, Elton  
Nibler, C. W.  
Noyes, Clyde  
Peterson, V. H.  
Russell, R. C.  
Runty, Frances J.  
Saxton, Ethel  
Spilker, W. E.  
Sutton, Philip  
Walters, C. I.

KANSAS

Baird, Harry  
Blankenhagen, Elmer  
Blecha, Frank  
Dodrill, Isabel  
Glover, O. B.  
Goertz, Harvey E.  
Hendershot, Marie  
Koenig, Margaret  
Meyer, Ella M.  
Teagarden, E. H.  
Vanskike, Mary Ruth

KANSAS

Berntson, Byron J.  
Burke, Merril S.  
Challey, A. M.

MINNESOTA

Abraham, Roland H.  
Engebretson, A. E.  
Frederickson, Caroline  
Forbes, Frank W.  
Hagen, A. B.  
Jenson, Minerva  
McCleary, Glenn T.  
Qualey, Rosella

SOUTH DAKOTA

Collins, Floyd  
Dittmer, W. E.  
Farnham, Esther  
Hill, Joe  
McLoughlin, Nellie  
Shanley, Clarence  
Wilson, Lloyd

MISSOURI

Baker, R. B.  
Bodenhamer, Schell  
Clifford, Mrs. Margaret  
Graham, Frank  
Robertson, Miss Audra  
Rogers, F. E.  
Simpson, Mrs. Jennie D.



